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ABSTRACT

This study investigates the extent to which service-learning fosters moral development and increased self-esteem. Conducted at a large Midwestern community college, the study followed students enrolled in three sections of an Introduction to Ethics course, only two of which included a service-learning component. Student outcomes from the three sections, as measured by the Defining Issues Test and the Self-Esteem Questionnaire, are compared. Chapter 1 of the study introduces the research questions. Chapter 2, a literature review, examines the history of service-learning, theories of moral development and assessment, and defines key terms. Chapter 3 describes the study's methodology, provides the course syllabus, and explains the research instruments. Chapter 4 presents results and offers statistics for the population and an analysis of research questions. Chapter 5 summarizes the findings, which suggest that the service-learning program did not foster enough change to move students to the next step in Kohlberg's Stages of Moral Development. Further, the brief exposure to social service experienced by the service-learning section had only a moderating effect on student self-esteem. Appended are Kohlberg's Definition of Moral Stages, the Self-Esteem Questionnaire, the Defining Issues Test, and service-learning outcomes assessment. Contains 72 references. (AS)

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THE IMPACT OF SERVICE-LEARNING ON MORAL DEVELOPMENT AND SELF-ESTEEM OF COMMUNITY COLLEGE ETHICS STUDENTS

by

Stanley Bruce Cram

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S B. Cram

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A thesis in partial fulfillment
of the requirements for the Doctor of
Philosophy degree in Education
in the Graduate College of
The University of Iowa

May 1998

Thesis supervisor: Associate Professor Chester S. Rzonca

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THE IMPACT OF SERVICE-LEARNING ON MORAL DEVELOPMENT AND SELF-ESTEEM OF COMMUNITY COLLEGE ETHICS STUDENTS

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An Abstract

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ABSTRACT

Many scholars investigating the impact of college on students agree that what takes place outside the classroom can contribute to valued outcomes of college. Both academe and professionals in student development search for ways to enhance the link between outside the institution experience and learning. Service-Learning is a program that has shown great promise in addressing not only the needs of students but the community as well. Research suggests Service-Learning offers a significant impact on student development in principled moral thinking and self-esteem.

The purpose of this study was to investigate the extent to which Service-Learning fostered moral development and increased self-esteem for students enrolled in an Introduction to Ethics classes offered at a large Mid-Western community college.

A quasi-experimental design was employed which compared three sections of Introduction to Ethics taught by the same professor. Two sections were selected as non-service-learning contrasts which would be compared to one section

which included Service-Learning as part of its course content.

Student growth for 111 students was measured using pre-post testing with the Defining Issues Test (DIT) and The Self-Esteem Questionnaire (SEQ). Dependent variables were Rest's DIT P score for principled moral thinking as well as the SEQ's two measures of self-esteem. Background variables and data from the pre-post tests were analyzed using The General Linear Model (Repeated Measures) and Linear Regression to determine the extent of student growth and factors which contributed to explained variance.

Thirty-two usable pre-post DIT's and 65 usable SEQ's were analyzed. Statistical examination found no significant differences between service and non-service learning sections regarding moral development and increases in self-esteem or for background variables.

Findings suggested the service-learning program studied did not provide enough affective change in the short exposure to move students to a step higher in Kohlberg's stages of moral development. The brief social service experienced by the service-learning section had a moderating affect on student self-esteem.

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To my wife Ann for her support and belief in me. To my parents who encouraged me to enter graduate school and now smile from heaven. And to Chet Rzonca for his cheerful and kindhearted assistance through the whole dissertation process.

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CHAPTER I

INTRODUCTION

The June 13, 1994 cover story in *Newsweek* focused on "the crusade against America's moral decline." The article referenced a *Newsweek* poll indicating that 76 percent of adults agree that "the United States is in moral and spiritual decline." This cover story is just one among many documenting the eroding moral fiber of our country "Whatever happened to ethics?--America searches for its moral bearings," reads *Time's* May 25, 1987 cover story. The author concluded that as the "American home becomes a less stable and more selfish place, many people have begun to blame the schools for not taking over the traditional family task of inculcating values. The question is, how can the college ethics course create the strongest environment for students to reach a state of higher moral reasoning?

Most scholars who study the impact of college on students agree that what happens outside the classroom - the other curriculum - can contribute to valued outcomes of college (Astin, 1977, 1993; Bowen, 1977; Chickering, 1993; Feldman, 1969). Balancing engagement in a variety of both

in-and out-of-class experience is critical to maximizing positive outcomes (Kuh, 1981). Although the "level of students' involvement in the institutional environment is positively related to value change it has also been shown that too much involvement may be counterproductive" (Pasacarella and Terenzini, 1991). Students who limit their involvement solely to academics do not show the same value gains as students who are involved in a broader range of activities (Astin, 1984). Academe and professionals in student development have searched for ways to enhance the link between outside the institution experience and learning.

A program that has shown great promise in addressing not only the needs of students but the community as well has been the emergence of service-learning. Service-learning at the college level gives students the outside-the-classroom-experience that research has found to have significant impact on self-esteem and moral development (Astin et.al. 1996, Boss, 1994)

Statement of the Problem and Significance of the Study

The purpose of this study will be to investigate the extent to which service-learning fosters moral development,

and increased self-esteem of students enrolled in ethics courses at a large mid-western community college.

Many studies have been conducted which investigate the moral development of college students. However, in most cases these studies examined students enrolled in 4-year institutions. There is a paucity of study to date that has examined developmental impact on two-year college students.

It is hoped that study will increase the understanding of the benefit of co-curricular learning experiences on the Moral Development, Self-Esteem and of college students as well as enrich teaching pedagogy.

Research Questions

Question 1

What is the extent of growth in Moral Development for service-learning as compared to non service-learning ethics students.

Question 2

What is the extent of growth in Self-Esteem for service-learning as compared to non service-learning ethics students?

Question 3

What is the extent of growth in Self-Esteem as expressed in Self-Other Satisfaction for service-learning and non-service-learning students?

Question 4

To what extent do factors such as age, GPA, gender, course load and grades effect the variance in Moral Development, Self-Esteem and Self-Other Satisfaction of service and non-service learning ethics students?

CHAPTER II

LITERATURE REVIEW

History of Service-Learning

College student community service has a long history that includes the YMCA, 4-H, the Scouting movement, Greek-letter organizations, and many campus religious ministry initiatives. Community service grew dramatically in both numbers and in public attention in the 1960s, inspired by President John F. Kennedy's launching of the Peace Corps in 1961. Volunteers in Service to America (VISTA) followed in 1965, engaging young people, mostly college students or recent graduates, to tackle the problems within the United States. The civil rights movement of the 1960s challenged both institutions of higher education and students to participate in the burgeoning demand for social justice (Jacoby, 1996).

As a form of experiential education, service-learning has its roots in Dewey's theory of experience, which "has become the philosophical touchstone of the experiential movement" (Smythe, 1990). Along with internships,

cooperative education, and other forms of experiential learning, service-learning established itself and flourished on many college campuses in the late 1960's and the 1970s.

The term "service-learning" first emerged in the work of Sigmon and Willima Ramsey at the Southern Rigional Educational Board in 1967 (Giles and Eyler, 1994). In 1969 the Office of Economic Opportunity established the National Student Volunteer Program, which shortly became the National Center for Service-Learning. Two years later this program, along with VISTA and the Peace Corps, combined to form the federal agency ACTION.

As a national center for student service, ACTION published a magazine, Synergist; developed a network; and distributed seed money. One of its projects, the University Year for Action, involved more than ten-thousand students from over one hundred colleges and universities in the 1970s. Many campus-based service programs originated during this period. Some have vanished, but others continue to exist. In addition, regional and consortium programs emerged in the 1960s and 1970s, such as the Southern Regional Education Board's resource development internships, the Philadelphia Urban Semester (Great Lakes Colleges of the Midwest), Chicago Urban Semester (Associated Colleges of the Midwest), and the Twin Cities Metropolitan Urban Studies

Term and City Arts (Higher Education Consortium for Urban Affairs, HECUA).

Although the National Center for Service-Learning was relatively short-lived, colleges and universities interested in service-learning continued to network through organizations that developed outside the federal agency. In 1978 the National Society for Internships and Experiential Education (NSIEE; as of 1994 the National Society for Experiential Educaiton, NSEE) was formed by fusing separate groups for field experience education and service internships. NSIEE became the repository and distributor for the considerable written resources on service-learning of the National Center for Service-Learning. Along a parallel track, the Council for Adult and Experiential Learning did much work to lay the foundation for the acceptance of experiential education in colleges and universities (Hesser, 1995).

Kendall (1990) identified three reasons why service-learning failed to survive on some campuses in the 1960s and 1970s. Most of the programs were not integrated into the central mission and goals of the schools and agencies where they were based.

1. Lessons were learned about the balance of power and the pitfalls of "helping others" or "doing good." Paternalism, unequaled

relationships between parties involved and a tendency to focus only on charity rather than supporting others to meet their own needs all became gaping pitfalls for well-intentioned programs.

2. While it sounded great to help young people learn though service experiences in the community, the service experience does not ensure that either significant learning or effective service will occur (1990, pp. 8-10).

Educators who believed in the potential of service-learning took a lesson from the pitfalls of the 1960s and 1970s by continuing to refine their programs which continued through the "me generation" of the late 1970s and the 1980s. Their work has served to encourage the recent great surge of interest in service-learning by institutions of higher education, students, communities, and the federal government (ibid).

Service-Learning Today

In 1985 college student community service gained new momentum. The Education Commission of the States began Campus Compact: The Project for Public Community Service, Campus Compact, an organization of colleges and university presidents who have pledged to encourage and support academically based community service at their institutions, now has over five hundred members. While the presidents were establishing Campus Compact, a group of recent college

graduates formed the Campus Outreach Opportunities League (COOL) to encourage students to serve their communities. As a result many student-initiated service projects were born. COOL has an ever-expanding national network. COOL works with approximately 1000 colleges and universities, and more than 2000 students attend COOL's annual conferences (Campus Outreach Opportunity League, 1993).

From 1983 to 1989 consultants trained by NSEE, with support from the Fund for the Improvement of Postsecondary Education, worked with more than five hundred colleges and universities to develop and strengthen experiential education. The consultations were based on the premise that service-learning (and all other experiential education) must be firmly rooted in the mission of the institution, involve faculty, be integrated into the curriculum, and be grounded in sound theory and pedagogical practice (Kendall, 1990).

In 1987 the NSEE began the process of articulating and refining a set of principles of good practice. The intense and thorough process culminated in a 1989 Wingspread conference hosted by the Johnson Foundation at which the "Principles of Good practice in Combining Service and Learning" (Porter Honnet and Poulsen, 1989) were hammered out in which the key principle describing service-learning

was defined as "service, combined with learning adds value to each and transforms both" (ibid).

The 1990s have seen a veritable explosion of literature and conferences on service-learning. The national conferences and regular publication of many higher education associations whose primary focus is not service-learning or experiential education have also featured large numbers of speakers and articles on service-learning. Among these organizations are the American Association of Higher Education, the Council of Independent Colleges, the United Negro College Fund, the American Association of Community Colleges, the National Association of Student Personnel Administrators, the American College Personnel Association, the National Association of Student Employment Administrators, the National Association of Campus Activities, and the Association of College Unions-International.

The Federal government's interest in and support of service-learning increased substantially in the 1990s with the passage of the National Community Service Trust Act of 1990. This act represented the culmination of George Bush's 1988 presidential campaign recognition of "a thousand points of light," which inspired the first White House Office of National Service and the Points of Light Foundation.

President Bill Clinton followed with a large-scale national service program known as the National Service Trust Act of 1993. As a result, the Commission on National and Community Service, ACTION, and the newly established National Civilian Community Corps merged to form the Corporation for National and Community Service. Out of this emerged funded service positions in the newly formed AmeriCorps and Learn and Serve America. In addition, the Higher Education Amendments of 1992 regarding student financial aid stipulated that beginning in July of 1994, 5 percent of the federal work-study program funds allocated to each institution must be used to compensate students engaged in community service (Jacoby, 1996).

Definition of Service-Learning

For over a quarter of a century, education researchers and practitioners have struggled to determine how to best characterize service-learning. Sigmon defined service-learning as an experiential education approach premised on "reciprocal learning" (Sigmon, 1979). He suggested that because learning flows from service activities, both those that provide service and those who receive it "learn" from the experience. In Sigmon's view, service-learning occurs

only when both the providers and recipients of service benefit from the activities.

The National Society for Experiential Education, which for years has focused on various types of experiential education programs, broadly defines service-learning as "any carefully monitored service experience in which a student has intentional learning goals and reflects actively on what he or she is learning throughout the experience." (National Society for Experiential Education, (1994).

The Corporation for National Service provides a narrower definition that sees service-learning as a "method under which students learn and develop through active participation in thoughtfully organized service experiences that meet actual community needs, that [are] integrated into the students academic curriculum or provide structured time for [reflection, and] that enhance what is taught in school by extending student learning beyond the classroom and into the community.." (Corporation for National and Community Service, 1990). The confounding use of the service-learning term may be one reason why research on the impacts of service-learning has been difficult to conduct (Furco,(1996). In order to address some of the confusion Sigmon in 1994 provided a more concise definition which has gained wide acceptance.

Sigmon developed a service and learning typology with four variations found at colleges and universities: "service-LEARNING," which implies that learning goals are primary and service outcomes secondary; "SERVICE-learning," in which the service agenda is central and the learning secondary; "service learning," in which the absence of the hyphen indicates that the two are viewed as completely separate from each other; and "SERVICE-LEARNING," in which service and learning goals are of equal weight and "the hyphen is essential" (p. 2). Migliore, (1995) suggests the hyphen in service-learning is critical in that it symbolizes the symbiotic relationship between service and learning. As a result of this balanced dichotomy service-learning has distinguished itself from community service, field education, volunteerism and internships.

Community Service

Community service is the engagement of students in activities that primarily focus on the service being provided as well as the benefits the service activities have on the recipients (E.G., providing food to the homeless during the holidays). The students receive some benefit by learning more about how their service makes a difference in the lives of service recipients.

Field Education

Field education programs provide students with co-curricular service opportunities that are related, but not fully integrated, with their formal academic studies. Students perform the service as a part of a program that is designed primarily to enhance students' understanding of a field of study, while also providing substantial emphasis on the service being provided.

Volunteerism

Volunteerism is the engagement of students in activities where the primary emphasis is on the service being provided and the primary intended beneficiary is clearly the service recipient.

Internships

Internship programs engage students in service activities primarily for the purpose of providing students with hands-on experiences that enhance their learning or understanding of issues relevant to a particular area of study.

Service-learning programs are distinguished from other approaches to experiential education by their intention to equally benefit the provider and the recipient of the

service as well as to ensure focus on both the service being provided and the learning that is occurring (Furco, 1996).

Service-Learning Pedagogy

The pedagogy of service-learning represents a substantial change from the traditional lecture driven, content based, and faculty-centered curriculum. Despite the fact that research has shown that we remember only 10% of what we hear, 15% of what we see, and a mere 20% of what we see and hear, these remain the basic sense modalities stimulated in most educational experiences (Woods, 1989). Service-learning strategies recognize that we retain 60% of what we do, 80% of what we do with active guided reflection, and 90% of what we teach or give others (Woods, 1989). Kolb (1989) helped to codify the process of service-learning by providing an effective learning cycle which suggests that complete learning requires four elements: concrete experience and observation, considered reflection on that experience, synthesis and abstract conceptualization, and testing of new concepts in new situations.

A principle goal of service-learning is to enable students to make explicit connections between their volunteer experience and the course content (Cohen and Kinsey, 1994; DeMartini 1983; Hondagneu-Sotelo and Raskoff,

1994; Wieckowski, 1992). To enhance the effectiveness of service-learning as a teaching method, it is important to tailor course material to the student's public service (Parker-Gwin, 1996). Myers-Lipton (1995) contributed to the understanding of effectiveness by suggesting that change in service-learning students is significantly effected by not only the intensity of the program but also the length of service. His study examined the difference between students involved in short-term service and those who served over two years. His findings suggest that it may be necessary to expose students to service-learning for long periods of time if attitudes, which have been formulated over a life time, are to be transformed. The degree of effectiveness of any program depends a great deal upon the extent to which it is supported.

In order to ensure an effective match between the service-learning student and organizations and agencies; colleges employ the assistance of either a service-learning coordinator/director. This may be a formalized staff position or one that is delegated to a willing faculty or staff member. The American Association of Community colleges recent service-learning survey found 250 community colleges actively involved in service-learning programs. Of those surveyed 50 had a specific paid staff coordinator. However,

all institutions had someone who worked directly with student service-learning placement (Robinson, 1997).

Agencies

Care is taken to find local agencies and/or organizations that will provide a clear match to service-learning course content. An example of this would be to assign service-learning students enrolled in an environmental class to agencies which deal directly with environmental issues such as, waste management, environmental clean up etc. The typical types of agencies that are served range in degree from social service agencies, K-12 schools, Health agencies, environmental organizations, and local governments.

Community College Service-Learning Programs

Service-learning programs are a recent development in most community colleges. While 71% of all community college reporting on the 1996 AACC survey indicated that they had service in their college mission seventy-five percent reported their formal service-learning program began after 1990 with only 16 colleges reporting the initiation of service-learning programs in the 1960s and 1970s. There

appears to be some consistency among colleges regarding where service-learning concentrates and the number of hours contributed by students.

Service-learning finds its greatest concentrations in the social sciences, humanities, and health (AACC, 1996). The typical hours students contribute per month varies from, more than 16 hours (15%), 11-15 hours (12%), 5-10 hours (44%), 1-4 hours (29%) (ibid). A major in-class component of service-learning is reflection.

Community colleges reported that their methods of reflection in order of popularity were class discussion, student journals, group projects and research papers. Kolb (1989) suggests that service experiences can provide significant benefits if they are structured so they build on a learning cycle. Kolb's Effective-Learning Cycle suggests that learning requires four elements: concrete experience and observation, considered reflection on that experience, synthesis and abstract conceptualization, and testing of the new concepts in new situations (ibid.).

Theories of Moral Development and Assessment

The aim of this section is to provide the reader with a basic theoretical background of the cognitive-developmental

approach to socio-psychological study of morality. The theories which contribute to this approach. The literature of Jean Piaget, Lawrence Kohlberg, and James Rest are discussed.

Piaget's Theory

Cognitive developmental theorist generally employ the structuralist view articulated by Jean Piaget (1952). According to Piaget, development is seen as a sequence of irreversible stages involving shifts in the process by which individuals perceive and reason about their world. The process of developmental change is seen as interactive: individuals encounter problems, dilemmas, or ideas which cause cognitive conflict that demands that they accommodate or change their way of thinking to a more adequate form (Hood, 1986). Piaget thought imitation and obedience by themselves were inadequate methods of establishing an internalized morality (Kohlberg, 1958). Piaget's study was limited to a small sample of male children ranging in age from 5 to 13. His interviews focused on how children play the game of marbles and how they respond to stories of moral events posed by the interviewer (Rich & DeVitis, 1985). From his observation he proposed a two stage theory of moral development. The first stage called the state of heteronomy was based on a **morality of constraint**. The second stage, a

more mature stage, was based on a **morality of cooperation** called the stage of autonomy. Piaget's cognitive-structural approach has contributed to the area of moral development in establishing: 1) the observation that all children make the transition from a morality of constraint and absolutism to a morality of egalitarianism and cooperation, and 2) the conceptualization of a stage model for moral development.

Kohlberg's Theory

Lawrence Kohlberg of Harvard Graduate School of Education built on Piaget's theory by developing a cognitive developmental theory of moral reasoning (Kohlberg, 1969). Kohlberg delineated differences in the stages of moral growth suggested by Dewey and Piaget particularly by identifying and describing an adult level of moral reasoning based on moral principles. His preliminary study was based on interviews with three groups of boys (ages 10,13, and 16). From this study Kohlberg he defined a sequence of three stages and six levels. (See Appedix A for Kohlberg's Definition of Moral Stages)

Level I Preconventional
- Stage 1: Obedience and punishment
- Stage 2: Naively egoistic orientation

Level II Conventional
- Stage 3: Good-boy orientation
- Stage 4: Authority and social-order maintaining orientation

Level III Post-Conventional or Principled
Stage 5: Contractual legalistic orientation
Stage 6: Conscience or principled orientation

An instrument was developed known as the Moral Judgement Interview (MJI). Kohlberg's method of assessing a stage of moral development was to use a hypothetical moral dilemma and require the respondent to make judgements. Kohlberg and his associates developed a scoring system to rate the responses made to a series of questions that follow each dilemma. Responses were rated by judges according to the stage of reasoning selected by the response. Scores were then obtained by matching each unit against stage criteria and forming to provide a global moral development score and stage score. The procedure was technical, difficult, time consuming, and required raters to be trained in conducting the interviews and in rating the data. Kohlberg's main contributions to the area of moral reasoning were: 1) the development of a method of measuring Moral Thinking and 2) redefining and validating the moral development stage theory.

Rest's Theory

James Rest was a former research associate of Kohlberg at Harvard. Rest (1987) Developed a paper and pencil instrument based on Kohlberg's stage conception called the

Defining Issues Test (DIT). Rest is now the leading authority in the area of the cognitive-developmental approach to moral study. The DIT has two forms, the Long Form which employs six hypothetical moral dilemmas and the Short Form which employs three dilemmas. The respondents recognize and select his/her preferred way of thinking from an array of different samples of thinking. The scoring system developed for the instrument provides an objective measure of principled moral thinking and of stage type based upon respondents selection of issues following each dilemma.

Moral Development in College

Moral development in college students is of particular interest to many researchers since it has been determined that a college education can help people advance to a higher level of moral reasoning (Rest, 1988; Colby et al., 1983). People who receive a university education reason at higher levels than those who do not (Boldizar, Wilson & Deemer, 1989) and the differences in moral reasoning between college students and their non-student peers becomes greater with each successive year of school that the college students complete (Rest & Thoma, 1985).

Evidence from more than 50 cross-sectional and longitudinal studies found that the extent of principled

moral reasoning is positively associated with level of formal postsecondary education and that students generally make statistically significant gains in principled moral reasoning during college (Pascarella & Terenzini, 1991).

Further studies by McNeel (1992) and subsequently by Pascarella (1997) tracked students from their freshman to senior year at 12 colleges and universities involving 22 cross-sectional studies of student moral development. The colleges included seven liberal arts colleges, three universities, and two Bible colleges. Pascarella found the sheer weight of the evidence indicates that individuals that attend college demonstrate significantly greater growth in principled moral reasoning than those individuals that do not.

Further, analysis of the raw data indicated that certain types of colleges are particularly influential in fostering growth in principled moral reasoning. The strongest gains were made at liberal arts colleges (average weighted effect size across longitudinal and cross-sectional studies = .87 of a standard deviation). The second largest gain took place at large universities (average weighted effect size across studies = .62 of a standard deviation). Surprisingly the smallest gains were found at Bible colleges (average weighted effect size across studies = .13 of a

standard deviation) (Pascarella, 1997). The differences between institutions would suggest that the type of environment and experiences colleges provide to students can have a significant effect on their ability to grow in moral reasoning.

Other factors that appear to foster increases in moral development are peer discussions of controversial moral dilemmas or personal psychological development involving some experimentation activity and intensified self-reflection (Schaefli,Rest & Thoma, 1985) as well as teaching students the concepts of principled moral reasoning (e.g. logic, role-playing, and concepts of justice), rather than simply engaging them in discussion of controversial moral dilemmas as assuming growth in moral reasoning will occur primarily through the process of self discovery (McNeel,1994 & Penn, 1990). These types of activities fit well within the bounds of the college ethics class.

Unfortunately studies have found current college programs in ethics to be relatively ineffective in facilitating an increase in students' level of moral development (Rest, 1988). College students are able to memorize material presented in lectures on the lines of reasoning used by different moral philosophers long enough for the final exam or final paper. However, there is usually

little true understanding of what is being presented and little carry-over into their moral reasoning outside the classroom (Rest, 1984). Educational psychologist Howard Gardner has also recognized that scholastic knowledge "seems strictly bound to school settings" and when confronted with moral issues outside of the academic settings students simply revert back to their earlier forms of moral reasoning (Gardner, 1991, p. 122).

Even though college seems to be an important variable in enhancing moral development, only a small number of undergraduate students actually advance to the post-conventional stages of principled reasoning. Instead, most hold to a higher level of conventional reasoning with the college experience tending to solidify this type of "society maintaining" reasoning. In other words, by the time they finish college, the typical student has learned to conform to societal standards rather than to be an independent thinker (Clinchy, 1990). To confound matters further Kohlberg holds that 20% of students regress to a stage 3 interpersonal concordance their first year of college (Kohlberg, 1975).

In a study of how college facilitates students' moral development Rest (1988) concluded that the improvement cannot be attributed to classes in moral education. Rather

it is primarily the result of: (1) "dilemma discussion interventions" that engage the student in active problem-solving of controversial moral issues; and (2) personality development interventions that involve the student in service projects such as peer tutoring and volunteering in a nursing home, along with attempts to integrate their service experiences by means of reading of developmental psychology and discussions of the personal meaning and relevance of these experiences to their personality development.

Rest (1984) also noted that gains made in moral reasoning tend to be retained and are related to student's decision-making in new circumstances as well as their real-life behavior.

Boyd (1976, 1980) designed an introductory course in psychology with the objective of moving students from conventional moral reasoning to principled moral reasoning by using readings in moral philosophy and "intensive discussion of both hypothetical and real-life moral dilemmas". He found that by the end of the class students had progressed almost one-third of a stage in their moral reasoning. Blatt and Kohlberg (1975) noted similar results in a comparative study. Their courses, however, did not move students into the principled stages of moral reasoning but to a higher level of Stage 4 reasoning.

In Piaget's three dimensions of development-social-emotional, cognitive and language-view the child as developing by actively interacting with and "transforming his or her environment and matching it to mental schemes that already exist" (Forman & Kuscher, 1983, P. 4). They especially emphasize the role of conflict in causing children to "rethink their habitual approaches to subjects and events" (pp. 10-11). Several researchers claim that it is not so much cognitive disequilibrium, brought about primarily by discussions of moral dilemmas and an introduction to higher levels of moral reasoning, but rather social disequilibrium that is most important in facilitating moral development (Haan, 1985; Walker, 1986). "Social disequilibrium" in this context is a "holistic, emotional and interactive experience wherein participants expose themselves to others' complaints and even to the possibility that they themselves may be found morally wanting or even wrong" (Haan, 1985, p. 997). Haan (1985) argues that more emphasis should be placed on the effect of "the emotional interactive experience of moral-social conflict on moral development", especially in women (Haan, 1985, p. 1005).

Both Dewey (1939) and, more recently, Kohlberg (1971) insisted that actual experience in confronting moral issues, particularly in the out-of-classroom environment, is

important for moral development. While college ethics programs, with their stress on lofty ideas rather than the practical, tend to ignore this component of moral development, this conviction has been supported by several studies which have found that the most successful moral education programs in elementary and secondary schools were those that promoted volunteer work or community based experiences (Heller, 1989; Honig, 1990). Nucci (1985), in a study of moral reasoning in elementary school children, also concluded that discussions of moral issues are most effective when they are focused on real-life issues that students encounter and are identified with actual social action.

Boss (1994) found support for attainment of higher order moral development by comparing a control and experimental group of students in courses of college ethics. Her study showed students engaged in community service achieved higher order moral development when combined with active reflection. To explore this finding further this study will also look at the component of self-esteem. It has been suggested by Kant (1780) and others that self-esteem plays an important role in moral development. The recent ten-year longitudinal Rand Report (Astin et. Al, 1996) of over two-thousand subjects found that involvement

of service-learning significantly increased student academic self confidence, and interpersonal skills.

Self-Esteem Defined

While exploring the notion of self-esteem it is clear that one can get mired in how the term is defined. One explanation suggests self-esteem begins to develop early in life and has been studied in children as young as seven years of age. As children learn to describe aspects of themselves, such as their physical attributes, abilities, and preferences, they begin to evaluate them.

Researchers conclude that, contrary to intuition, individuals have not one but several views of themselves, encompassing many domains of life, such as scholastic ability, physical appearance and romantic appeal, job competence, and adequacy as a provider (American Psychologist, 1996). Drum, 1980; and Rogers,(1980) suggest that self-esteem is a factor of development. "Developmental" refers to theories and associated research applicable to the specific levels or stages of the population (Drum, 1980, Rogers, 1980). Others suggest that self-esteem is closely associated to one's self-concept.

Self-Concept

The 1980's have witnessed a resurgence of interest in the self-concept (Markus & Wurf, 1987). Several current approaches to personality assessment concentrate on the way individuals view themselves and others. Such techniques often reflect the influence of phenomenological psychology, which focuses on how events are perceived by the individual. The individual's self-description thus becomes of primary importance in its own right, rather than being regarded as a second-best substitute for other behavioral observations. Interest also centers on the extent of self-acceptance shown by the individual (Anastasi, 1988)

In a growing body of research, the construct of self-concept merges with certain related constructs designated as self-esteem (Coopersmith, 1967,1981) and perceived self-efficacy (Bandura, 1982; Zimmerman & Ringle, 1981). According to Anastasi (1988) a major thrust of this research relates to the effect of the individual's self-evaluation of his or her performance. On a long-term, cumulative basis, such self-evaluations may influence the development of cognitive and affective traits.

Rogers (1959) suggests self-concept develops as an infant grows they begin to discriminate among their experiences and to "own" those that are part of their own

being and functioning, and to assign ownership of other experiences to other persons an things in their environment. As awareness of personal being and functioning develops, he/she acquires a sense of self made up of the experiences of their own being and functioning with their environment. This is the developing of self-concept.

The development of self-concept is strongly dependent on the individual's perception of his/her experiences influenced by a need for positive regard, a universal need in human beings, pervasive and persistent (Rogers, 1959).

Out of the complex of experiences of satisfaction or frustration of his/her need for positive regard, the individual develops a sense of self-regard, a learned sense of self based on perception of the regard received from others. This sense of self-regard becomes a pervasive construct influencing the behavior of the whole organism and has a life of its own, independent of actual experiences of regard from others. The way in which this develops is explained by the individual's introjecting conditions of worth which are a product of bringing self-experiences in accord with experiences for which he/she has received positive or negative regard. The former leading to positive self-regard the latter to negative self-regard. Self worth comes to depend on the conditions of worth that have been

learned in his/her interaction with significant others in the world. It is the tension between fulfilling ones organismic needs as opposed to self-regard needs which are the product of deferring organismic needs for societal norms.

Chickerings (1969) psychosocial theory posits seven vectors of development. These are Developing Competence, Managing Emotions, Developing Autonomy, Establishing Identity, Freeing of interpersonal Relationships, Developing. Purpose and Developing Integrity. Many college freshman and sophomores are developmentally involved with resolving the first four vectors, while many juniors and seniors, and graduate students are involved with the last three. Experience with college students supports the proposition that increased competence accompanies increasing readiness to take responsibility, increasing openness, and increasing willingness to take risks with one's self-esteem. Argyris (1965) described three factors relevant to increasing interpersonal competence. These factors probably operate with respect to the development of intellectual and physical competence, and to sense of competence, as well. He says:

> human competence tends to increase (1) as one's awareness of relevant factors increases (relevant factors are those that have effect), (2) as the problems are solved in such a way that they remain solved, (3) with a minimal deterioration of the problem-solving process... If these three criteria are to be met the individual will have to

> strive to verbalize his awareness of factors; to be able to own up to them; to accept responsibility for them. In addition, he will have to strive to be open constantly to new factors.
>
> Sometimes the openness will have to go beyond the limits of his present capacity to be receptive. The individual will need to experiment or take risks with self-esteem in order to enlarge his awareness of the relevant factors.

This present study which will compare students involved in service-learning and those who are not will attempt to discover the extent to which growth in self-esteem is enhanced by the risks taken by students involved in service-learning.

Definition of Terms

Service-Learning

For the purpose of this study the term **service-learning** is defined as: instructional methodology which integrates community service with academic instruction as it focuses on critical, reflective thinking and civic responsibility" (AACC, 1995).

Moral Development

For the purpose of this study the term **moral development** is defined as: the ability to stimulate students to develop more complex reasoning patterns through

successive and sequential stages. This approach is based primarily on the work of Lawrence Kohlberg as presented in his 6 stages and 25 "basic moral concepts." This approach focuses primarily on moral values, such as fairness, justice, equity, and human dignity; other types of values (social, personal, and aesthetic) are usually not considered. It is assumed that students progress developmentally in their thinking about moral issues. They can comprehend one stage above their current primary state and exposure to the next higher level is essential for enhancing moral development (Kohlberg, 1975).

Principled Moral Thinking

For the purpose of this study the term **principled moral thinking** represents the degree to which a person's thinking is like the thinking of a moral philosopher (Rest, 1987).

Self-Esteem

For the purpose of this study **self-esteem** is defined as: confidence and satisfaction in oneself representing the feeling that a person is capable, significant, successful and worthy (Hoffmeister, 1988).

Self-Other Satisfaction

For the purpose of this study **self-other** satisfaction is defined to mean the level of satisfaction a person has with respect to his (her) feelings of self-esteem (Hoffmeister, 1988).

Non-Service-Learning Group

For the purpose of this study **non-service-learning** refers to the class section/s of students enrolled in Introduction to Ethics who are not involved in service-learning.

Service-Learning Group

For the purpose of this study **service-learning group** is defined as those students who are enrolled in Introduction to Ethics as service-learning participants.

Background Variables

For the purpose of this study the term **background variables** refers to background information about test subjects such as, gender, enrollment status, age, semester grade and post semester G.P.A.

CHAPTER III

METHODOLOGY

Research Scope and Limitations

Kirkwood Community College is currently one of the largest community colleges in the state of Iowa with a total student population of slightly over eleven thousand credit students. The college offers both credit and non-credit programs. The scope of this study was limited to a small population from the credit program Introduction to Ethics with a total N of 111. The course was taught by one instructor who has had about 30 years experience teaching philosophy and ethics. The actual service-learning class represents about one-third of the total Introduction to Ethics class enrollment.

Student Profile

The average age of students attending Kirkwood is 25. This is a small shift downward from previous years as more direct from high school students have made community college their college of first choice. The average age of the subjects being studied is 20.8 years. This figure is lower

than the college average but is indicative of first-year introductory course day students. Many of the older students attend at night.

College credit course data provided from reports of the Fall of 1996 indicate student gender ratios as 44% male and 56% female. The course being examined by this study involves three sections of Introduction to Ethics. When the course began there were 111 students taking the course. The student gender ratio for the combined three sections of Introduction to Ethics was 48% male and 52% female which is similar to the overall college gender percentages. Eighty-percent of the students being studied are liberal arts majors which compares to 67.72 percent college wide.

Introduction to Ethics Syllabus

The course syllabus indicates that students would be required to examine personally and seriously some of their deepest beliefs, values, attitudes, and ideas. Students would be asked to work together to understand issues for solutions.

Course Objectives

The following are the course objectives for introduction to ethics.

1. To help you learn what philosophical ethics is, and how it is related to everyday life.
2. To provide an introduction to some of the fundamental issues and ethical theories in Western and other traditions. More specifically examining:
    a. utilitarianism, egoism, hedonism, deontologism, theological ethics, virtue ethics, and b. relativism, emotivism, fact/value dualism, the nature of the good life, and freedom.
3. To help you learn to think more critically about moral issues: to improve your analytical skills—to read, write and speak more rationally.
4. To help you become more capable of discussing moral issues with others.
5. To help you better appreciate the power of ideas, images and symbols in our lives; and to help you learn to interpret and use these powerful phenomena.

Regular class interaction involved discussion of various moral dilemmas and the opportunity for students to discuss and reflect.

Class Procedure

Three classes, approximately 37 each, were studied. The same professor taught all three sections. The semester commenced August, 25th 1997. The class content was identical for all sections with the exception of the addition of service-learning for the group 1. Two classes (the non-service-learning groups) were taught using the traditional lecture approach while the other class (the service-learning group) had the component of service-learning which required them to spend at least twenty hours of service relating directly to course content. Students had no prior knowledge concerning which classes had service-learning and those which did not.

A pre-post quasi-experimental, pre-post test design was used for the experimental and control group classes. The pre-test was administered prior to service-learning agency assignment the week of September 8-12. The post-test was administered shortly before the end of the semester between December 3-5. A thorough explanation was given describing the nature of the instruments, the Defining Issues Test (DIT) and the Self Esteem Questionnaire (SEQ) and an example set of questions. Students were asked if they had any questions. Care was taken to assure students anonymity and that all final data would be reported in aggregate form. For

pre-post comparison purposes, students were instructed to identify their test by five digits with the first digit being their section number and the last four their last four digits of their social security number. The semester ended on December 17th, 1997.

Service-Learning Section

As mentioned earlier, students in the service-learning section were required to complete 20 hours of service over the semester. Students could earn up to 45 points for successfully completing their service assignment as well as a written journal and summary. The journal summary required students to reflect on their experience at their service site making a one to two page summary each time they visited. Students were asked to include their feelings, what they learned about themselves as well as what they learned about the particular needs of the people they served. Areas examined such things as, homelessness, AIDS, government, family needs, children, etc. At the end of service students were then asked to write a summary consisting of three to four pages which reflected any personal changes in thinking or behavior as a result of the service-learning exposure. During the post-test time for the DIT and SEQ students completed a short Outcomes Assessment sheet which provided

evaluation of the Service-Learning Center staff, the class instructor, the degree of satisfaction with their experience, and their willingness to participate with service-learning again. Students were assigned to the following agencies, businesses and organizations: Country Kids Daycare, World Market Place, Raptor Center Clinic, Kirkwood Learning Resource Center, American Cancer Society, Free Lunch Program, Sprout House, Greater Iowa Housing Project, Gunnerz, GAP Program, Head Start, Senior Center, Furniture Project, Coralville Rec. Center, Handicare Emergency Housing Project, 4C's Home Ties, V.A. Hospital United Action for Youth, Pheasant Ridge Neighborhood Center, and the George L. Gay Funeral Home. A post experience outcomes assessment [n=26] indicated that 84% rated the help they received from the Service-Learning Center staff as good to exceptional; 90% of the respondents rated the instructor as good to exceptional; 85% rated the helpfulness of their agency assignment as satisfactory to very satisfactory; 81% rated the program itself as good to excellent; 85% would recommend it to a friend; 50% indicated that they had volunteered before; 96% said they would volunteer in the future; 76% said they would take another service-learning class; 57% agreed and 23% said maybe there should be more classes offering service-learning. Twenty-three percent of

the students stated they planned to continue with their agencies next semester. One student indicated, "my whole attitude changed," as the result of his service-learning experience. Others reported that much of what they learned was "about themselves" and how their attitudes and perceptions changed as a result of their assignments. In addition, students were unanimous in requesting that all future service-learning classes be identified as such.

Instruments

Students in each section were tested using pre-post quasi-experimental methodology. The instruments used were the Defining Issues Test, DIT (Rest, 1987) and the Self Esteem Questionnaire SEQ-3 (Hoffmeister, 1988).

The DIT

The purpose of the DIT is to determine what criteria people use as reasoning when resolving a moral situation. Test-retest reliabilities have ranged from .70 to .80 over a time period of a few weeks to a few months. Cronbach coefficient alpha reliability estimates have been reported in the high .70's. Validity evidence is available to support the use of the instrument. The SEQ-3 reports .95 reliability and is tabulated using convergence analysis.

Test time should be about 40 minutes. The DIT comes in two versions with either a three story or six story moral dilemmas. The six story version was used in this study. Students are asked to determine what they would do based on each of six dilemmas (Heinz and the Drug, Escaped Prisoner, Newspaper, Doctor's Dilemma, Webster, and a Student Takeover). The test form asks students to respond in three ways. Students make a global recommendation for what should be done from three choices. Secondly, subjects are asked to complete twelve questions indicating the degree to which they feel each is important for making a decision. Finally, subjects are asked to rate 1-12 from most to least important.

The SEQ

The Self-Esteem Questionnaire (SEQ) provides information on two variables: Self-Esteem (SE); and Self-Other Satisfaction (SOS). Self esteem is defined to mean the feeling that a person is capable, significant, successful, and worthy. Self-Other Satisfaction is defined to mean the level of satisfaction a person has with respect to his (her) feelings of self-esteem. Self-Esteem is operationalized with response to 12 questions such as "Most of my friends accept me as much as they accept other people." Self-Other

Satisfaction is operationalized using responses to nine questions such as "Does the situation described in number 2 upset you"? The latter questions always refer back to an immediately proceeding question. The tests validity and reliability according to Scott's Homogeneity Ratio ranges from .25 to .39 on SE, and from .30 to .50 on SOS. Cronbach's coefficient alpha ranges from .80 to .95 on SE, and from .85 to .96 on SOS.

Data Analysis

Kirkwood

Descriptive data were provided by the Kirkwood Community College registrar which included, pre-post enrollment figures, age, gender, status, semester class grade, semester GPA, as well as major. Table 1 describes enrollment change over the semester including a beginning and end of semester profile of background variables.

Preliminary Analysis of the DIT

One-hundred and thirty-three DIT forms were submitted to Dr. James Rest at the University of Minnesota Center for the Study of Ethical Development for scanning.

Table 1

Enrollment Change Due to Attrition

Group	1	2	3	Total
Original N	39	37	35	111
Purge	8	10	10	28
Sem End N	31	27	25	83
Beginning Semester Profile				
Full-time	30	25	18	
Part-time	9	12	17	
Male	23	16	14	
Female	16	21	21	
Mean Age	20.72	20.70	21.29	
End of Semester Profile				
Full-time	28	22	14	
Part-time	3	5	11	
Male	19	12	11	
Female	12	15	14	
Mean Age	20.42	20.81	20.80	
Mean Semester G.P.A. & Class Grade				
Sem. G.P.A	2.152	2.318	2.531	
Class Grade	1.945	1.578	1.974	

A report is generated which provides raw data, subject by subject, listing of DIT scores for each subject, plus IDs for subjects who exceeded M score consistency check. A Basic statistical analysis a disk is provided which includes a DATA file which lists the raw scores for all completed forms, a SCORED file reflecting the results of development

according to Kohlberg's 6 levels of development, A CHECKOUT file which lists the subjects who did not meet internal validity checks, a BADFILE containing a list of subjects who failed either the consistency check or the M-score, and a PURGED file containing those subjects who have passed the purgings of the consistency checks, the M-score check, and subsequent statistical analysis. A **P** score was also provided which was used as the major unit of analysis between populations. The P score was derived by combining the sum of the DIT scores from Stages 5A, 5B, and 6. P Scores behave similarly empirically, theoretically to all versions of Principled moral thinking. The higher P score the more similar the individuals thinking is to a moral philosopher (Rest, 1993).

Scores can range from 0 to 95. Descriptive samples are provided that compare test subject P scores with national norm groups. The subject data were subsequently compiled from the data disk provided by the University of Minnesota using SPSS version 7.5. A large data set including all matched pre-post subjects with descriptives was produced and further examined using paired sample t-tests and regression using the general linear model (repeated measures). T-test was used to determine if the differences between the pre-test and post-test DIT and SEQ for service and non-service-

learning groups was significant. Linear regression was used to determine any significance between the scores of the DIT and SEQ and the background variables of as gender, course load, age and grades.

Preliminary Analysis of the SEQ

Like the DIT the SEQ was mailed for scoring to its source. The Test Analysis and Development Corporation of Boulder, Colorado provided a special computerized convergence analysis which examined a person's response pattern for a given measure such as self-esteem. Scores were computed only if the person has responded in a reasonably consistent fashion to items used to measure that factor. If a person has responded inconsistently on a particular measure, then the Convergence Analysis procedure provides a special report that indicates how the person responded to each item on that measure. The procedure yields a data set which consists of student ID, Time, Group, a Symbol Score using plus or minus to indicate High or Low, Situational or Nonconvergent (no score), and scores for both self-esteem and self-other ranging between 1 and 5. The SEQ scores were combined with the DIT scores as mentioned earlier and analyzed using the General Linear Model Repeated Measures, and Linear Regression.

CHAPTER IV

RESULTS

The purpose of this chapter is to describe the research questions and the results of the data analysis. Statistical analysis will provide comparisons between the samples of pre-post tests using the General Linear Model Repeated Measures and linear regressions.

Separate measures using the dependent post-test variable for moral development, self-esteem, self-other satisfaction were employed, as well as a second computation using the product of the treatment times pre-test. The cross product was included to control for the effect of the pre-test in order to determine if the interaction effect of the treatment varied significantly for the pre-test.

Descriptive Statistics for the Population

As presented on Table 1 (page 40) the actual number of students decreased from 111 to 83 over the semester. Table 2

compares the population change from beginning to end of semester and the response rate for both the DIT and SEQ.

Table 2

Enrollment Response by Group

Group	1	2	3	Total
Enrollment Pre	39	37	35	111
DIT Pre	39	32	25	96
SEQ Pre	38	31	25	94
Enrollment Post	31	27	25	83
DIT Post	28	21	18	67
SEQ Post	27	23	18	68
DIT Scored			163	
SEQ Scored			162	

Response for the DIT and SEQ at the beginning of the semester was 96 and 94 respectively which represents an 84% response rate for the DIT and 82% response rate for the SEQ. The post-test response was 67 for the DIT and 68 for the SEQ or an 81% response rate for the DIT and 82% response rate for the SEQ based on the end of semester total class enrollment of 83. The total number of completed tests and questionnaires mailed out for scoring was 163 for the DIT and 162 for the SEQ.

Acceptability of Data from the Defining Issues Test and the Self-Esteem Questionnaire

Sixty-one DIT tests were rejected due to consistency errors and five due to rating the same number of the scale more than 9 times (Table 3). One SEQ was rejected due to missing data.

Table 3

DIT/SEQ Submission Summary

Variable	DIT	SEQ
Number Scored	163	162
Number Rejected	66	1
Remaining	97	161
Number of matching Pre-Post	32	65

Raw data was provided for 97 DIT Tests and 161 SEQ Questionnaires. Students were matched to determine pre-post pairs. The DIT produced 32 usable pre-post subjects while the SEQ produced 65.

Merging Control Groups

The next step was to determine whether there were significant differences between the two non-service-learning groups to determine if they could be merged together into

one group. Cases were selected using SPSS 7.5 under the condition that the group variable was >1 which allowed groups 2 and 3 to be selected out for analysis.

An independent sample t-test was used to determine any significant differences between the means of groups 2 and 3 at the .05 level. Table 4 represents the results of the independent sample t-test.

The mean score comparisons for groups 2 & 3 indicated that there were no statistically significant differences that approached the .05 level. Levene's Test indicated that the variances were not significantly different and therefore equal variances were assumed. Since there was no significant difference between non-service-learning groups they were merged to form one non-service-learning group. The combined groups allowed for a comparison between a service-learning group and non-service-learning group. All other statistical analysis reflect this dual comparison which is labeled *treatment*.

The combination of both groups consisted of a final N of 67 students who participated in the DIT and/or SEQ pre-post test. Table 5 represents the background variables of these students.

Table 4

Independent Sample T-test between non-service-learning groups

Test	Group N	Mean	Std. Deviation
Moral Dev. Pre-Test	2 11	33.473	14.059
	3 9	32.089	11.823
Moral Dev. Post-Test	2 11	34.555	10.52
	3 9	37.211	16.700
Self-Esteem Pre-Test	2 22	3.9968	.6302
	3 18	3.8289	.6615
Self-Esteem Post-Test	2 22	3.9573	.7517
	3 18	3.8033	1.0761
Self-Other Pre-Test	2 22	4.3141	1.2715
	3 18	4.7144	.7132
Self-Other Post-Test	2 22	4.6150	.5620
	3 18	4.5506	.8977

Test	Independent Sample t-test	df	Sig (2-tailed)
Moral Pre-Test Equal variances assumed	.235	18	.817
Moral Post-Test Equal variances assumed	-.434	18	.669
Self-Esteem Pre-Test Equal variances assumed	.820	38	.417
Self-Esteem Post-Test Equal variances assumed	.532	38	.598
Self-Other Pre-Test Equal variances assumed	-1.190	38	.242

Table 4 (Continued)

Self-Other Post-Test Equal variances assumed	.227	38	.783

$p < .05$

Table 5

Background Variables

	Service-Learn	Non-Service-Learn	%
Male	16	17	49%
Female	11	23	51%
Total	27	40	100%
Full-time	24	28	78%
Part-time	3	12	22%
Total			100%
#of FT Male	14	14	42%
#of PT Male	2	3	7%
#of FT Female	10	14	36%
#of PT Female	1	9	15%
Total			100%

	Male	Female	PT	FT	TOT
Mean Age					20.81
Service	20.56	20.64	21.67	20.46	
Non-Service	20.82	21.04	23.75	19.75	
Mean Sem Grade					2.198
Service	2.165	2.212	1.888	2.222	
Non-Service	2.175	2.232	2.250	2.189	
Mean Post G.P.A					2.308
Service	2.159	2.142	1.451	2.240	
Non-Service	2.369	2.447	2.286	2.469	

Frequencies and means were calculated to determine the background variables of the final data set. As can be seen in Table 5 there were 27 service-learning students and 40

non-service-learning students who participated in pre-post DIT/SEQ testing. The non-service-learning group had predominantly more females than the service group(23 compared to 11). The percentages of males and females were almost the same at 49% to 51%.

Full-time students represented 78% of the total group with 22% part-time. Nearly half of the non-service-learning group was part-time. Only 11% (3) of the service-learning group were part-time.

The number of full-time males for both service and non-service groups were exactly the same at 14 and represented 42% of the population. Full-time females represented 36%. Part-time males and females were 7% and 15% respectively.

The mean age for both service and non-service groups was 20.81 years. Age for both groups was similar with the older exceptions being those enrolled part-time.

The mean semester grades for both groups was 2.198 with females having slightly higher scores over 2.2. Service part-time students had the lowest mean grade of 1.888. Full-time students did only slightly better than part-time students with scores that ranged from 2.1 to 2.2.

The mean grade point average (G.P.A.) represents the semester G.P.A. for all course work taken. The total mean G.P.A. for all groups was 2.308. The non-service-learning

students had higher marks with all scores over 2.2. Part-time service-learning students had the lowest score of 1.451.

With the data set prepared research questions were examined to determine if there was any growth expressed for the subjects by comparing the dependent variables [post-tests] of moral development, self-esteem and self-other satisfaction with the treatment and associated pre-tests. Two separate linear-regressions were used to explore specific factors accounting for variance in the 3 dependent measures (Post DIT,SEQ,SOS) as well as an examination of the variance for these same dependent measures using background variables.

Analysis of Research Questions

Question 1

What is the extent of growth in Moral Development for service-learning as compared to non service-learning ethics students?

Question 2

What is the extent of growth in Self-Esteem for service-learning as compared to non service-learning ethics students?

Question 3

What is the extent of growth in Self-Esteem as expressed in Self-Other Satisfaction for service-learning and non-service-learning students.

Question 4

To what extent do factors such as age, GPA, gender, course load and grades effect the variance in Moral Development, Self-Esteem and Self-Other Satisfaction of service and non-service-learning ethics students? (Note: for the purpose of organization question 4 will be included in as the final observation for questions 1 through 3 as a comparison of background variables.)

Analysis of Moral Development

Research Question 1

What is the extent of growth in Moral Development for service-learning as compared to non-service-learning ethics students?

The General Linear Model, Repeated Measures was used to compare semester growth in moral reasoning between service and non-service-learning classes. As can be seen in Table 6 there was no significant difference between pre and post-test groups at the α=.05 level. Within Subject Effects were not significant for Time and Time*Treatment. Between Subject comparisons were not significant.

Comparison of means indicates a small increase in growth for the non-service-learning group with a mean difference from pre to post of 2.9 points. The service-learning group had even less growth between the pre-post assessment (1.04 points), albeit they did start higher on the P scale with a initial mean score of 36.942 which was 4.09 points higher than the non-service pre-test group.

Figure 1 expresses the slight and statistically insignificant positive increase for the service and non-service-learning pre-post tests. Figure 1 illustrates a sharper positive rise for the non-service-learning group compared to the service-learning group.

Linear Regression was conducted to determine to what extent factors contributed to overall change in Moral Development. Findings are reflected in Table 7.

Table 6

Descriptives, Means, Standard Deviations, N, df, Mean Square, F,and Sig, Tests of Within and Between-Subjects Effects for Moral Development for Non-Service and Service-Learning

Treatment	Mean	Std. Deviation	N
Moral Pre-Test			
Non-Service	32.850	12.782	20
Service	36.942	9.562	12
Total	34.384	11.689	32
Moral Post-Test			
Non-Service	35.750	13.324	20
Service	37.983	10.218	12
Total	36.588	12.127	32

Within Subject Effects	df	Mean Square	F	Sig
Time	1	58.263	1.417	.243
Time*Treatment	1	12.950	.315	.579
Error	30	41.102		

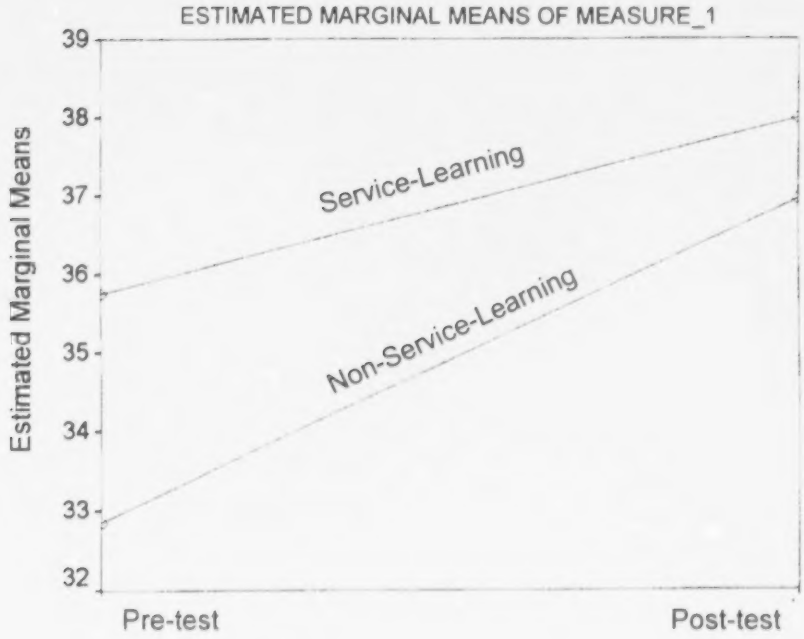
Between Subject Effects	df	Mean Square	F	Sig
Treatment	1	150.021	.608	.442
Error	30	246.610		

α=.05

As can be seen in Table 7 thirty subjects were compared in the regression. Two subjects were rejected due to missing data. The Moral Development pre-test showed significant correlation with the Moral Development post-test at .708. Other factors had negative to little correlation with the dependent variable.

Figure 1

Pre-Post Test Change
for Moral Development



The Adjusted R Square revealed that 44.9% of the variance was explained by the pre-DIT test and other variables. The Moral Development Coefficient for Table 7 was highly significant at the .000 level.

Table 8 reports the second analysis of data using linear regression which includes the product treatment times pre-test DIT (cross product).

Table 7

Linear Regression Examining Moral Development, Descriptives, Correlations, Adjusted R Square, Beta, t and Significance

Descriptives			
Test	Mean	St. Deviation	N
Dependent Variable			
Moral Post-Test	36.413	12.362	30
Independent Variables			
Moral Pre-Test	34.120	11.836	30
Self-Esteem Pre-Test	3.9843	.5447	30
Self-Other Pre-Test	4.6790	.7446	30
Treatment	1.333	.4695	30

Correlations		
Test	Moral Post	Sig(1-tailed)
Moral Post-Test	1.00	.
Moral Pre_Test	.708	.000
Self-Esteem Pre	-.281	.067
Self_Other Pre	-.273	.072
Treatment	.077	.343

Adjusted R Square	.449

Coefficients			
Model	Beta	t	Significance
(Constant)		1.707	1.00
(Pre-Tests)			
Moral Dev.	.679	4.700	.000
Self Esteem	-.052	-.303	.764
Self Other	-.121	-.718	.480
Treatment	-.042	-.284	-.778

α=.05

The cross product was included to control for the effect of the pre-test in order to determine if the interaction effect of the treatment varied significantly for the pre-test.

Significant correlation in Table 8 was found for the Moral Development pretest at a high .708 and statistically significant at .000. The Adjusted R Square dropped to 42.7% when the Cross Product was included which correlated moderately with statistical significance at the .004 level. None of the coefficients was significant.

Table 9 addresses the moral development aspect of research question 4. To what extent do factors such as age, GPA, gender, course load and grades effect the variance in Moral Development, Self-Esteem and Self-Other Satisfaction of service and non-service-learning ethics students? The total N increased to 32 when the SEQ was removed from the analysis. This examination included background variables such as gender, enrollment status (full-time or part-time), and the continuous variables of age, class grade, post-semester grade point average (GPA)and treatment.

Table 8

Linear Regression Examining Moral Development, Descriptives, Correlations, Adjusted R Square, Beta, t, Significance and Cross Product

Descriptives			
Test	Mean	St. Deviation	N
Dependent Variable			
Moral Post-Test	36.413	12.362	30
Independent Variables			
Moaral Pre-Test	34.120	11.836	30
Self-Esteem Pre-Test	3.9843	.5447	30
Self-Other Pre-Test	4.6790	.7446	30
Treatment	1.333	.4695	30
Cross Product (Moral Pre X Treatment)	46.3400	24.5436	30

Correlations		
Test	Moral Post	Sig(1-tailed)
Moral Post-Test	1.00	.
Moral Pre_Test	.708	.000
Self-Esteem Pre	-.281	.067
Self_Other Pre	-.273	.072
Treatment	.077	.343
Cross Product	.473	.004

Adjusted R Square	.427

Coefficients			
Model	Beta	t	Significance
(Constant)		1.282	.212
(Pre-Tests) ^			
Moral Dev.	.588	1.262	.219
Self Esteem	-.061	-.340	.737
Self Other	-.116	-.669	.510
Treatment	-.146	-.277	.784
Cross Product	.153	.207	.838

α=.05

Nominal factors were coded so they could be analyzed statistically. The background variables explained only 4% of the variance. Correlations in Table 9 show the semester grade correlating moderately at .351 with statistical significance at .024. None of the other variables was correlated at a statistically significant level. The regression analysis accounts for an adjusted R squared of .04 and none of the Coefficient variables was statistically significant.

Total analysis for Moral Development suggests there was little change for either the service-learning or non-service-learning groups between from pre to post-test with the only significance below the .05 level found with the Moral Development pre-test, the interaction of the cross product and for semester grade.

Analysis of Self-Esteem

Research Question 2

What is the extent of growth in Self-Esteem for service-learning as compared to non service-learning ethics students?

Table 9

Linear Regression Examining Moral Development with Background Variables, Descriptives, Correlations, Adjusted R Square,Beta, t and Significance

Descriptives			
Test	Mean	St. Deviation	N
Dependent Variable			
Moral Post-Test	36.588	12.127	32
Independent Variables			
Gender	1.53	.51	32
FT/PT	1.19	.40	32
Age	21.25	5.67	32
Sem Grade	2.4681	.6658	32
GPA Post	2.55081	.69001	32
Treatment	1.3750	.4919	32

Correlations		
Test	Moral Post	Sig(1-tailed)
Moral Post-Test	1.00	.
Gender	-.176	.167
FT/PT	.238	.095
Age	.265	.072
Sem Grade	.351	.024
GPA Post	.167	.181
Treatment	.091	.311

Adjusted R Square	.040

Coefficients			
Model	Beta	t	Significance
(Constant)		.627	.536
(Independents)			
Gender	-.149	-.790	.437
FT/PT	.134	.566	.577
Age	.137	.669	.509
Sem Grade	.357	1.167	.254
GPA Post	-.046	-.142	.889
Treatment	.152	.746	.463

α=.05

The General Linear Model, Repeated Measures was used to compare semester growth in moral reasoning between service and non-service-learning classes. The total number of subjects increased to 65 due to the greater number usable responses for the SEQ. As can be seen in Table 10 there was no significant difference between pre and post-test groups at the α=.05 level. Comparison of means indicates a small decrease in growth for both the non-service-learning group and the service-learning. Within Subjects Effects were not significant for Time and Time*Treatment. Between Subjects comparisons were not significant.

Figure 2 expresses the slight and statistically insignificant decrease in self-esteem for the service and non-service-learning pre-post tests. The service-learning group experienced the greatest decline.

Linear Regression was conducted to determine to what extent factors contributed to changes in Self-Esteem. Findings are reflected in Table 11. Thirty subjects were compared in Table 11 in the regression. Two subjects were rejected due to missing data for the pre-post Self-Esteem and Self-Other Satisfaction.

Table 10

Descriptives, Means, Standard Deviations, N, df, Mean Square, F,and Sig, Tests of Within and Between-Subjects Effects for Self-Esteem for Non-Service and Service-Learning

Treatment	Mean	Std. Deviation	N
Self-Esteem Pre-Test			
Non-Service	3.9212	.6417	40
Service	4.2148	.6046	25
Total	4.0342	.9393	65
Self-Esteem Post-Test			
Non-Service	3.880	.9028	40
Service	4.0536	.8232	25
Total	3.9517	.8703	65

Within Subject Effects	df	Mean Square	F	Sig
Time	1	.291	.886	.350
Time*Treatment	1	.126	.384	.538
Error	63	.328		

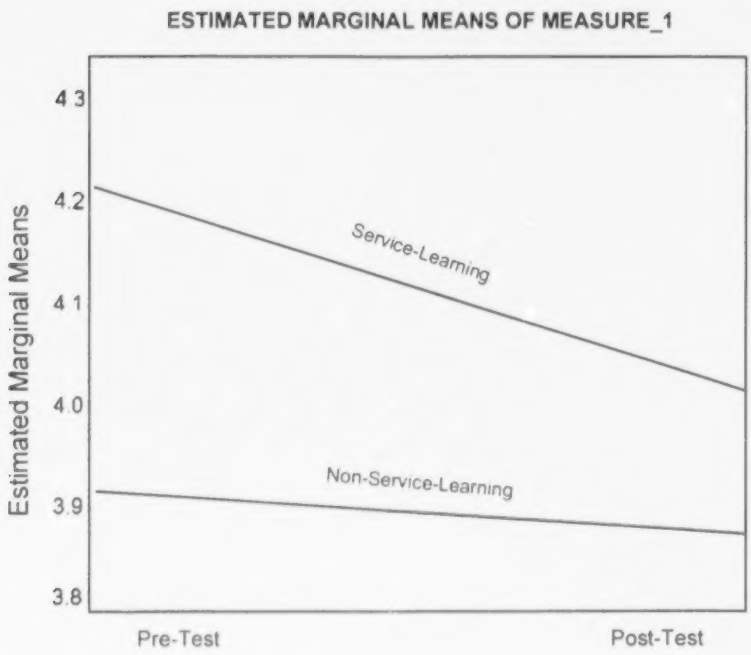
Between Subject Effects	df	Mean Square	F	Sig
Treatment	1	1.622	1.957	.167
Error	63	.829		

α=.05

The Self-Esteem pre-test showed high correlation to the Self-Esteem post-test at .640 and 1-tailed significance below the .05 level. Other factors had negative to little correlation with the dependent variable. The Adjusted R Square revealed that 39.4% of the variance was explained by the

Figure 2

Pre-Post Test Change
for Self-Esteem



pre-Self-Esteem test and other variables. The Self-Esteem pre-test also showed coefficient significance at .000.

Table 12 reports the second analysis of data using linear regression which includes the product treatment times pre-test DIT cross product. Significant correlation was indicated for the Self-Esteem pretest at .640 with statistically significant at .000.

Table 11

Linear Regression Examining Self-Esteem, Descriptives, Correlations, Adjusted R Square, Beta, t and Significance

Descriptives			
Test	Mean	St. Deviation	N
Dependent Variable			
Self-Esteem			
Post-Test	4.0037	.9381	30
Independent			
Variables			
Self-Esteem			
Pre-Test	3.9843	.5447	30
Moral Development			
Pre-Test	34.120	11.836	30
Self-Other			
Pre-Test	4.6790	.7446	30
Treatment	1.333	.4795	30

Correlations		
Test	Self-Esteem Post-test	Sig(1-tailed)
Self-Esteem Post-Test	1.00	
Self-Esteem Pre_Test	.640	.000
Moral Dev. Pre	-.234	.107
Self_Other Pre	.140	.231
Treatment	.138	.233

Adjusted R Square	.394

Coefficients			
Model	Beta	t	Significance
(Constant)		.540	.594
(Pre-Tests)			
Self-Esteem	.763	4.246	.000
Moral Dev.	-.113	- .748	.462
Self Other	-.285	-1.607	.121
Treatment	.023	.150	.882

α=.05

The cross product for Table 12 correlated moderately with statistical significance at the .047. The Adjusted R Square explained variance dropped to 36.9% from 39.4% when the cross product was included. Actual R Square was .478 There were no significant coefficients.

Table 13 addresses the Self-Esteem aspect of research question 4. To what extent do factors such as age, GPA, gender, course load and grades effect the variance in Moral Development, Self-Esteem and Self-Other Satisfaction of service and non-service-learning ethics students? The analysis included the same background variables reported in Table 9 and the larger N resulting from the removal of the DIT comparison.

Examination revealed no significant correlation for any of the background variables. The total adjusted R squared explained a negative 6.1% of the variance. None of the coefficient variables were statistically significant.

Total analysis for Self-Esteem suggest that there was small decline for both service-learning or non-service-learning groups between from pre to post-test.

Table 12

Linear Regression Examining Self-Esteem, Descriptives, Correlations, Adjusted R Square, Beta, t, Significance and Cross Product

Descriptives			
Test	Mean	St. Deviation	N
Dependent Variable			
Post-Test	4.0037	.9381	30
Independent Variables			
Self-Esteem Pre-Test	3.9843	.5447	30
Moral Development Pre-Test	34.120	11.836	30
Self-Other Pre-Test	4.6790	.7446	30
Treatment	1.333	.4795	30
Cross Product (Self-Esteem Pre X Treatment)	5.3410	2.1261	30

Correlations		
Test	Self-Esteem Post	Sig(1-tailed)
Self-Esteem Post-test	1.00	.
Self-Esteem Pre-test	.640	.000
Moral Dev. Pre	-.234	.107
Self_Other Pre	.140	.231
Treatment	.138	.233
Cross Product	.312	.047
Adjusted R Square		.369

Coefficients			
Model	Beta	t	Significance
(Constant)		.223	.826
(Pre-Tests)			
Self-Esteem	.739	1.488	.150
Moral Dev.	-.115	-.724	.476
Self Other	-.289	-1.470	.155
Treatment	-.053	-.035	.972
Cross Product	.082	.051	.960

α=.05

In Table 13 significance was found for the Self-Esteem pre-test and with interaction of the cross product.

Analysis of Self-Other Satisfaction

Research Question 3

What is the extent of growth in Self-Esteem as expressed in Self-Other Satisfaction for service-learning as compared to non-service-learning ethics students?

The General Linear Model, Repeated Measures was used to compare semester growth in moral reasoning between service and non-service-learning classes. As can be seen in Table 14 there was no significant difference between pre and post-test groups at the α=.05 level. Comparison of means indicates a small increase in growth for the non-service-learning group and a slight decrease for the service-learning group.

Within Subject Effects were not significant for Time and Time*Treatment. Between Subject comparisons were not significant.

Table 13

Linear Regression Examining Self-Esteem with Background Variables, Descriptives, Correlations, Adjusted R Square, Beta, t and Significance

Test	Descriptives Mean	St. Deviation	N
Dependent Variable Self-Esteem Post-Test	3.957	.8703	65
Independent Variables			
Gender	1.51	.50	65
FT/PT	1.23	.42	65
Age	20.83	4.34	65
Sem Grade	2.1740	.8518	65
GPA Post	2.2889	.69137	65
Treatment	1.3846	.4903	65

Test	Correlations Self-Esteem Post	Sig(1-tailed)
Self-Esteem Post-Test	1.00	.
Gender	-.069	.293
FT/PT	.020	.437
Age	.010	.470
Sem Grade	-.048	.352
GPA Post	.040	.377
Treatment	.093	.230

Adjusted R Square -.061

Model	Coefficients Beta	t	Significance
(Constant)		3.693	.000
(Independents)			
Gender	-.069	-.519	.606
FT/PT	.093	.635	.528
Age	.002	.012	.991
Sem Grade	-.200	-1.061	.293
GPA Post	.230	1.179	.243
Treatment	.144	1.025	.310

α=.05

Figure 3 expresses the slight and statistically insignificant decrease in Self-Other Satisfaction for the service-learning group and a slight increase for the non-service-learning group between pre-post tests. The graphical depiction may appear dramatic but the actual difference between the two groups is less than a point.

Table 14

Descriptives, Means, Standard Deviations, N, df, Mean Square, F,and Sig, Tests of Within and Between-Subjects Effects for Self-Other Satisfaction for Non-Service and Service-Learning

Treatment	Mean	Std. Deviation	N
Self-Other Pre-Test			
Non-Service	4.4942	1.0644	40
Service	4.5152	1.1920	25
Total	4.5023	1.1060	65
Self-Other Post-Test			
Non-Service	4.5860	.7228	40
Service	4.4492	1.0413	25
Total	4.5334	.8541	65

Within Subject Effects	df	Mean Square	F	Sig
Time	1	5.100 E-03	.007	.933
Time*Treatment	1	.191	.268	.606
Error	63	.713		

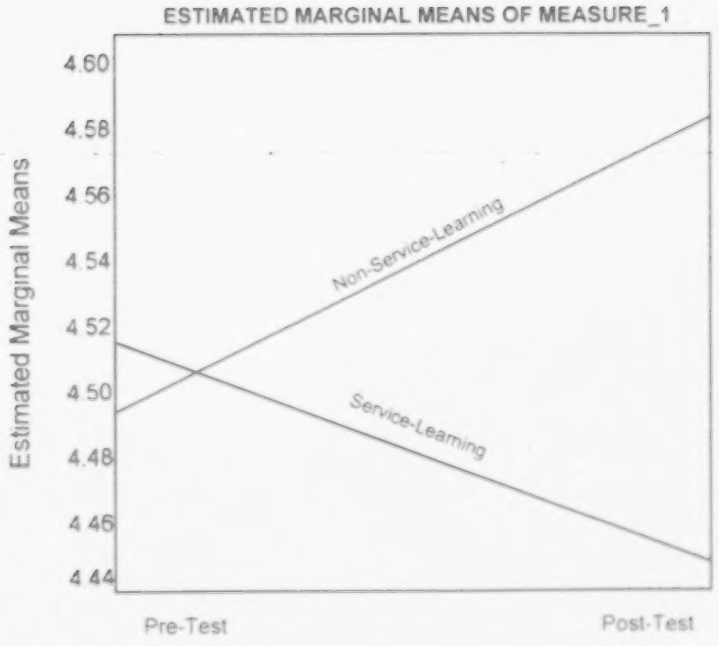
Between Subject Effects	df	Mean Square	F	Sig
Treatment	1	.103	.082	.776
Error	63	1.266		

α=.05

Thirty subjects were compared in Table 15 in the regression. Two subjects were rejected due to missing data for the pre-post Self-Esteem and Self-Other Satisfaction. The Self-Other Satisfaction pre-test showed moderate correlation to the Self-Other Satisfaction post-test at .310 and 1-tailed significance below the .05 level. Other factors had negative to little correlation to the dependent variable.

Figure 3

Pre-Post Test Change for
Self-Other Satisfaction



The Adjusted R Square revealed a negative 3.2% of the variance was explained by the pre-Self-Esteem test and other variables. The Self-Esteem pre-test also showed no coefficient significance.

Table 16 reports the second analysis of data using linear regression which includes the product treatment times pre-test DIT cross product. Moderate correlation was found for the Self-Other Satisfaction pretest at .310 with statistical significance below the .05 level. None of the other variables were statistically significant. The Adjusted R Square explained variance dropped to a negative 7% when the cross product was included. There were no significant coefficients.

Table 17 addresses the Self-Other Satisfaction aspect of research question 4. To what extent do factors such as age, GPA, gender, course load and grades effect the variance in Moral Development, Self-Esteem and Self-Other Satisfaction of service and non-service-learning ethics students? The analysis included the same background variables reported in Table 9 and the larger N resulting from the removal of the DIT comparison.

Table 15

Linear Regression Examining Self-Other Satisfaction, Descriptives, Correlations, Adjusted R Square, Beta, t and Significance

Descriptives			
Test	Mean	St. Deviation	N
Dependent Variable Self-Other Post-Test	4.6973	.5696	30
Independent Variables			
Self-Other Pre-Test	4.6790	.7446	30
Self-Esteem Pre-Test	3.9843	.5447	30
Moral Pre-Test	34.120	11.836	30
Treatment	1.333	.4795	30

Correlations		
Test	Self-Other Post	Sig(1-tailed)
Self-Other Post-Test	1.00	.
Self-Other Pre-Test	.310	.048
Self-Esteem Pre-Test	.246	.095
Moral Dev. Pre-Test	-.057	.383
Treatment	.040	.417

Adjusted R Square	0

Coefficients			
Model	Beta	t	Significance
(Constant)		3.123	.004
(Pre-Tests)			
Self-Other	.274	1.183	.248
Self Esteem	.093	.396	.696
Moral Dev.	.007	.033	.974
Treatment	.073	.366	.717

α=.05

Examination revealed no significant correlation for any of the background variables. The total adjusted R squared explained zero variance. None of the coefficient variables were statistically significant.

Total analysis for Self-Other Satisfaction suggests that there was a small and statistically insignificant decline in growth for the service-learning group and a slight but insignificant rise in growth for non-service-learning group between from pre to post-test. The Self-Other Satisfaction pre-test accounted for the only significance.

Table 16

Linear Regression Examining Self-Other Satisfaction, Descriptives, Correlations, Adjusted R Square, Beta, t, Significance and Cross Product

Descriptives			
Test	Mean	St. Deviation	N
Dependent Variable			
Self-Other			
Post-Test	4.6973	.5696	30
Independent			
Variables			
Self-Other			
Pre-Test	4.6790	.7446	30
Self-Esteem			
Pre-Test	3.9843	.5447	30
Moral Dev.			
Pre-Test	34.120	11.836	30
Treatment	1.3333	.4795	30
Cross Product			
(Self-Other Pre			
X Treatment)	6.1823	2.3959	30

Correlations		
Test	Self-Other Post	Sig(1-tailed)
Self-Other Post-Test	1.00	.
Self-Other Pre-Test	.310	.048
Self-Esteem Pre-Test	.246	.095
Moral Dev. Pre-Test	-.057	.383
Treatment	.040	.417
Cross Product	.183	.166

Adjusted R Square	0

Coefficients			
Model	Beta	t	Significance
(Constant)		.895	.380
(Pre-Tests)			
Self-Other	.526	.671	.509
Self Esteem	.068	.274	.787
Moral Dev.	.013	.066	.948
Treatment	.513	.389	.701
Cross Product	-.466	-.337	.739

α=.05

Table 17

Linear Regression Examining Self-Other Satisfaction with Background Variables, Descriptives, Correlations, Adjusted R Square, Beta, t and Significance

Test	Descriptives Mean	St. Deviation	N
Dependent Variable Self-Other Post-Test	4.5334	.8541	65
Independent Variables			
Gender	1.51	.50	65
FT/PT	1.23	.42	65
Age	20.83	4.34	65
Sem Grade	2.1740	.8518	65
GPA Post	2.28889	.69137	65
Treatment	1.3846	.4903	65

Test	Correlations Self-Other Post	Sig(1-tailed)
Self-Other Post-Test	1.00	.
Gender	.066	.302
FT/PT	.015	.453
Age	.031	.404
Sem Grade	.027	.417
GPA Post	.090	.237
Treatment	-.079	.267
Adjusted R Square		-.085

Model	Coefficients Beta	t	Significance
(Constant)		4.714	.000
(Independents)			
Gender	.051	.377	.707
FT/PT	.007	.045	.965
Age	.024	.165	.870
Sem Grade	-.070	-.368	.714
GPA Post	.123	.622	.536
Treatment	-.043	-.301	.764

α=.05

CHAPTER V

SUMMARY, DISCUSSION AND IMPLICATIONS

The purpose of this chapter is to provide a summary and discussion of the findings for each of the four research questions explored in this study: the contribution of service-learning to moral development, increase in self-esteem and self-other satisfaction with regards to selected factors. Limitations as well as implications for further research are also included.

Summary and Discussion of Findings

Research Question 1

Question 1 was designed to determine the extent of growth in Moral Development for ethics students involved in the service-learning program and those students who were not. The DIT was used as the pre-post measure for growth in principled moral thinking with the P-score provided by James Rest. After a series of purgings, a data set of 32 pre-post DIT matches remained and was subsequently examined using The General Linear Model [Repeated Measures], and three separate

linear regressions. The General Linear Model provided mean comparisons from pre to post, within and between subject effects, and a graphical chart depicting change for both groups. The regressions were calculated to determine which factors, if any, accounted for variance.

Contributions of Service-Learning to Moral Development

No statistical evidence was found to support significant moral growth of service-learning students over non-service-learning students. The findings are dissimilar to previous studies. The General Linear Model (Repeated Measures) revealed a slight but statistically insignificant increase for both service and non-service groups. The rise for the non-service-learning group was more pronounced. Strong correlation was found between the DIT pre-test and post-test using linear regression, with cross product significance below the .05 level. Explained variance in Adjusted R Square dropped from 44.9% to 42.7% when the cross product was added. Cross product significance suggests that the DIT pre to post test represented the majority of explained variance. For organizational purposes the background variables of question 4 were included in the analysis of questions 1 through 3. As mentioned in chapter

4, nominal variables were re-coded to allow for regression analysis. Independent variables of gender, enrollment status (FT/PT), age, semester grade, and post G.P.A. were examined with the service and non-service-learning treatment groups against the dependent variable of the Moral Dev.(DIT) post-test. Regression found a moderately strong correlation and significance below .05, between the DIT post-test and Semester Grade which suggests those with higher course grades also showed higher moral development. The background variables explained 4% of the variance.

Discussion

As stated in Chapter 2, there is empirical evidence to suggest that colleges and universities are positive environments for fostering growth in principled moral thinking. However, growth can be moderated by not only the type of institution but also the extent to which the institution can provide experiences in cumulative and reinforcing patterns (Pascarella, 1997).

Studies have shown that the college ethics class can offer an excellent opportunity to design programs which foster moral development (Boss, 1994). Carefully crafted teaching used in conjunction with service-learning has been successfully implemented in moving college students to

higher stages of moral thinking. However, the success of service-learning programs in motivating moral development is dependent on the ability of the institution, and its faculty to provide opportunities to create sufficient cognitive and social disequilibrium (or dissonance)to challenge students to proceed to the next stage (Haan, 1985; Walker, 1986).

The notion of disequilibrium or dissonance is based on Leon Festinger's (1957) theory of Cognitive Dissonance. The theory posits that cognitive dissonance refers to any incompatibility that an individual might perceive between two or more of his or her attitudes, or between her/his behavior and attitudes. Festinger argued that any form of inconsistency is uncomfortable and that individuals will attempt to reduce dissonance and, hence the discomfort. Therefore individuals will seek a stable state where there is a minimum of dissonance.

The desire to reduce dissonance is determined by the importance of the elements creating the dissonance, the degree of influence the individual believes he or she has over the elements, and the rewards that may be involved in dissonance. If the elements creating the dissonance are relatively unimportant, the pressure to correct this imbalance will be low. Also, if the person perceives the dissonance to be an uncontrollable result-something over

which they have no choice—they are less likely to be receptive to an attitude change.

Robbins (1989) suggests the greater the dissonance—after it has been moderated by importance, choice, and reward factors—the greater the pressure to reduce the dissonance.

The fact that the mean score difference for the non-service-learning group was slightly higher suggests that service-learning as a treatment in this particular circumstance was missing important components which would have fostered significant growth in moral thinking. Some insight into this was given by the ethics professor. He stated:

> Much of the student's service-learning time is spent just getting their feet wet. Few of them have time for any kind of immersion. Also, these experiences mainly give them a little sense for the concreteness/reality of a situation, that there are real live people behind the statistics and stereotypes. They don't push most of them to confront their own moral decision procedures in ways that would produce a paradigm shift—there isn't enough time after the SL experience for them to process what they've learned and transform their decision procedures (Sessions, 1998).

Further, the background regression showed statistical significance for semester grade. This finding is congruent with the findings of James Rest who suggests that,

> People who develop in moral judgement are those who love to learn, who seek new challenges, who enjoy intellectually stimulating environments, who are reflective,…who take risks, who see themselves in the larger social contexts of history and institutions and broad cultural trends… they profit from stimulating and challenging environments." (Rest, 1986).

Research Question 2

Question 2 was designed to determine the extent of growth in Self-Esteem for ethics students involved in the service and non-service-learning program. The Self-Esteem Questionnaire had a larger number of usable pre-post tests which permitted a comparison of 65 subjects (25 Service and 40 non-service-learning)and provided data on Self-Esteem and Self-Other Satisfaction. The General Linear Model (Repeated Measures) was used to determine mean changes pre to post, within and between subject effects and a plotted chart depicting the change for pre to post test. The total N examined in the linear regression was effected by the inclusion of DIT comparison. The DIT's N of 32 had two cases without a pre or post SEQ. As a result the total usable N for analysis dropped to 30.

Contributions of Service-Learning to Self-Esteem

Analysis using the General Linear Model (Repeated Measures) found no significant growth for either service or

non-service groups. Mean scores between pre-post tests actually decreased slightly for both groups with self-esteem for the service-learning section having the greater decrease. Significance was found for the linear regression for the SEQ pre-test which had strong correlation and a 1-tailed significance below the .05 level for both regressions. The cross-product was also found to be moderately correlated and significant at the .004 level. Explained Adjusted R Square variance dropped from 39.4% to 36.9% when the cross product was added to the regression. The DIT Pre-test Coefficient had significance as well for the first regression but dropped out when the cross product was added. There was no significance found when the background variables mentioned in research Question 4 were examined. Adjusted R Square explained variance for background variables was zero.

Discussion

As mentioned in Chapter 2 the development of self-concept is strongly dependent on the individual's perception of her/his experiences (Rogers, 1959). Astin et.al (1996) Rand findings suggest one of the positive by-products of community service was an increase in social self-confidence. Argyris (1965) suggests that in order for students to

increase their interpersonal competence they, need to be willing to take risks with self-esteem in order to enlarge their awareness to relevant factors which would foster personal change. Hoffmeister (1988) who designed the SEQ defines self-esteem to mean the feeling that a person is capable, significant, successful, and worthy.

The fact that the service-learning section was not informed that their class had a service-learning component may have added to the tension they felt when being assigned to a community agency. This feeling was expressed by students who requested that the class be listed as "service learning" the next time it was offered.

It is noteworthy that the general satisfaction response of the students involved in service assignments (see Chapter 3) was positive with 84-90% rating the Service-Learning staff and the instructor as good to exceptional. Eighty-five percent of service-students rated the helpfulness of their agency staff as good to excellent, with 81% rating the program itself as good to excellent. With all this positive feeling why did their self-esteem scores go down between pre-post tests?

As mentioned earlier, for growth to take place, risks had to be taken. The course was designed to place service-learning students into some degree of social disequilibrium.

The fact that their self-esteem scores dropped slightly may indicate that they were affected by the experience. By facing divergent people and social issues students perhaps lost some of the self confidence they had at the beginning of the semester. This was alluded to in the anecdotal statements in Chapter 3. Students mentioned that their whole attitude had changed, much of what they leaned was about themselves and that their perceptions had changed as a result of the service-learning assignment.

Research Question 3

Question 3 was designed to determine the extent of growth in Self-Esteem as expressed in Self-Other Satisfaction. The N size and statistical analysis was the same as the SES since the Self-Other Satisfaction is the other side of the two-part analysis of the SEQ.

Contributions of Service-Learning to Self-Esteem as Expressed by Self-Other Satisfaction

Analysis using the General Linear Model (Repeated Measures) found no significant growth for either service or non-service groups. Mean scores between pre-post tests increased slightly for the non-service group and dropped slightly for the service group. Significance was found for

the linear regression SOS pre-test variable which had moderate correlation at .310 and significance at .048. Adjusted R Square variance remained at zero when the cross product was added. There was no coefficient significance. Regression of background variables produced no significance below the .05 level. Adjusted R Square for the background variables was zero.

Discussion

Self-Other Satisfaction provides a second perspective to Self-Esteem. It is defined to mean the level of satisfaction a person has with respect to his/her feelings of self-esteem. More simply, how satisfied is a person with their present state of perceived self-esteem.

According to Hoffmeister (1988), it is possible for a person to have low self-esteem and be satisfied with it. The fact that some of the students in the service-learning group were not as satisfied with their self-esteem is consistent with the SES results. Again, this may be due to the their interaction with the kinds of environments and people that they would not normally encounter. Their feelings of self-other satisfaction may well have been moderated by the fact that they had just about enough time to get their "feet wet" which meant they were not able to foster significant change

with the people they worked with while at the same time recognizing a larger need.

As mentioned in Chapter 3, 96% of the service-learning students said they would volunteer again. Many indicated that they were going to continue their service for the next semester. Self-esteem is based on the feeling that a person is capable, significant, successful, and worthy. Perhaps it was difficult for some to feel that they were capable, significant, worthy or successful with such a brief opportunity to affect the lives of others.

Limitations of this Study

Limitations imposed by the evaluation of the effects of service-learning on moral development and self-esteem are discussed.

Limitations

A significant limitation of this study was its sample size. Small sample size limits the types of statistical analysis that can be carried out as well as reducing the ability to generalize into larger populations. A larger sample could have afforded a better opportunity to select out students with particularly low pre-test scores to

determine the magnitude of the treatment between pre and post-testing.

It is significant to note that 40% of the DIT scored tests were rejected due to consistency and rating errors. According to Rest (1987), consistency errors are the result of subjects who randomly mark circles on the answer sheet without reading the items or without understanding the questionnaire's instructions. Rating errors are similar with subjects who go down the list marking items with the same rating. The number of usable surveys would have increased substantially had students taken more time to read the questions and comprehend the instructions for the DIT.

This study was limited by the strength of its treatment for service-learning. Prior studies involving service-learning which found significant growth in principled moral thinking and/or self-esteem stress the importance of creating an opportunity for students to experience cognitive and social disequilibrium or a "affective dissonance." Structuring opportunities that lead to stage appropriate dissonance and sufficient means to process that dissonance in order to lead to growth is a foundational principle for successful service-learning.

Timing of pre-post testing was another possible limitation to this study. While care was taken to

administer the DIT & SEQ at appropriate times, it may have affected some of he service-learning students who had not yet completed their agency assignments.

The duration of the study also limited the results. This particular study represented a snap-shot of one semester which for most was their first time in college. Registrar reports show that 62% of the non-service and 66% of the service-learning students studied were in their first semester. Making adjustments to college life poses particular problems for some. .

Kohlberg held that 20% of students regress to stage 3 interpersonal concordance their first year of college. Studies conducted like McNeel spanned a four-year period and offered more significant findings.

Other factors appear to play a role in moral development such as type of institution and the degree of it's environmental stimulation (Pascarella, 1997). This study only examined basic background variables. More may be taking place through the service-learning environment that was not measured.

Implications for Future Research

The present study was limited to one large community college in the Mid-West. Further research needs to take

place at different types of institutions with students in diverse disciplines to gain a broader understanding of the effects of service-learning on moral growth and self-esteem.

Institutions should be selected who have a powerful commitment to service-learning and successful records of effective implementation within course curricula which allows significant intensity of dissonance with ample student reflection. Future studies should consider including student interviews following agency service to determine factors that may account for a rise or fall in pre-post scores.

One of the draw backs of the present DIT rests with the rather outdated dilemmas. The DIT is currently being updated with more contemporary dilemmas which students might more readily identify with. Use of real-life dilemmas in the news may also improve the percentage of usable student responses.

Those who choose to study community college students may find it difficult to track them between semesters due to their transient nature. Future service-learning studies which attempt to examine students longitudinally should consider academic programs which possess the greatest enrollment stability over semesters.

The lack of significant change between populations in this study suggests that subsequent research involving

community college students, which examines service-learning and its effects on principled moral thinking and/or self-esteem, should consider instruments which are more sensitive in detecting the subtle changes that take place over shorter periods of time.

Care should be taken that programs under study offer sufficient rewards that motivate student development and that there is adequate student understanding of any survey or test instrument before it is administered.

Kohlberg states that students can comprehend one stage above their current primary stage and exposure to the next higher level is essential for enhancing moral development. Consideration should be given to using pre-test moral assessment in the service-learning placement process in order to more closely match the student's present developmental level to an appropriately higher experiential stimulus.

APPENDIX A. KOHLBERG'S DEFINITION OF MORAL STAGES

Kohlberg's Moral Stages

I. Pre conventional Level

At this level the child is responsive to cultural rules and labels of good and bad, right or wrong, but interprets these labels in terms of either the physical or the hedonistic consequences of action (punishment, reward, exchange of favors) or in terms of the physical power of those who enunciate the rules and labels. The level is divided into the following two stages:

Stage 1: *The punishment and obedience orientation.* The physical consequences of action determine its goodness or badness regardless of the human meaning or value of these consequences, Avoidance of punishment and unquestioning deference to power are valued in their own right, not in terms of respect for an underlying moral order supported by punishment and authority (the latter being Stage 4).

Stage 2: *The instrumental relativist orientation.* Right action consists of that which instrumentally satisfies one's own needs and occasionally the needs of others. Human relations are viewed in terms like those of the market place. Elements of fairness, of reciprocity and equal sharing are present, but they are always interpreted in a physical pragmatic way. Reciprocity is a matter of 'you scratch my back and I'll scratch yours', not of loyalty, gratitude or justice.

II. Conventional Level

At this level, maintaining the expectations of the individual's family, group, or nation is perceived as valuable in its own right, regardless of immediate and obvious consequences. The attitude is not only one of *conformity* to personal expectations and social order, but of loyalty to it, of actively *maintaining*, supporting, and justifying the order and of identifying with the persons or group involved in to. At this level, there are the following two stages:

Stage 3: *The interpersonal concordance or 'good boy--nice girl'* orientation. Good behavior in that which pleases or helps others and is approved by them. There is much conformity to stereotypical images of what is majority or 'natural' behavior. Behavior is frequently judged by intention--'he means well' become important for the first time. One earns approval by being 'nice'.

Stage 4: *The 'law and order' orientation.* There is orientation toward authority, fixed rules, and the maintenance of the social order. Right behavior consists of doing one's duty, showing respect for authority and maintaining the given social order for its own sake.

III. Post-Conventional, Autonomous, or Principled Level

At this level, there is a clear effort to define moral values and principles which have validity and application apart from the authority of the groups or persons holding these principles and apart from the two stages:

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Stage 5: *The social-contract legalistic orientation* generally with utilitarian overtones. Right action tends to be defined in terms of general individual rights and in terms of general individual rights and in terms of standards which have been critically examined and agreed upon by the whole society. There is a clear awareness of the relativism of personal values and opinions and a corresponding emphasis upon procedural rules for reaching consensus. Aside from what is constitutionally and democratically agreed upon, the right is a matter of personal 'values' and 'opinion'. The result is an emphasis upon the 'legal point of view', but with an emphasis upon the possibility of changing law in terms of rational considerations of social utility, (rather than freeing it in terms of Stage 4 "law and order"). Outside the legal realm, free agreement, and contract is the binding element of obligation. This is the 'official' morality of the American government and Constitution.

Stage 6: *The universal ethical principle orientation.* Right is defined by the decision of conscience in accord with self-chosen ethical principles appealing to logical comprehensiveness, universality, and consistency. These principles are abstract and ethical, (the Golden Rule, the categorical imperative) they are not concrete moral rules like the Ten Commandments. At heart, these are universal principles of justice of the reciprocity and equality of the human rights and of respect for the dignity of human beings as individual persons.

Source. Kramer and Kohlberg , *continuities and discontinuities in childhood and adult moral development*, 1969.

APPENDIX B. SELF-ESTEEM QUESTIONNAIRE

SELF-ESTEEM QUESTIONNAIRE

	NAME	NUMBER	LOCATION
IDENTIFICATION NUMBER			
LOCATION NUMBER			
MISCELLANEOUS CODES	SEX	M1 M2 M3 M4 M5	

Use only a #2 pencil to mark your responses.

Mark only one response for each question.

Erase completely any response you wish to change.

Answer choices are: 1 = Not at all; 2 = Only a little; 3 = Depends or Not Sure; 4 = Pretty much; 5 = Yes, very much

1. I feel sure of myself.
2. Most of my friends accept me as much as they accept other people.
3. Does the situation described in number 2 upset you?
4. Most people who are important to me, who know me, think I do most things well.
5. Does the situation described in number 4 upset you?
6. Most persons my own age seem to be able to do things better than I.
7. Does the situation described in number 6 upset you?
8. I'm usually a lot of fun to be with.
9. Does the situation described in number 8 upset you?
10. Most persons who I want to do things with really want me to do things with them.
11. Does the situation described in number 10 upset you?
12. I'm satisfied with the way I handle most situations.
13. I'm popular with most people.
14. Does the situation described in number 13 upset you?
15. Most people my own age seem to be able to do things easier than I.
16. Does the situation described in number 15 upset you?
17. Other people who are important to me really accept me.
18. Does the situation described in number 17 upset you?
19. Most people my own age are more satisfied with themselves than I am with myself.
20. Does the situation described in number 19 upset you?
21. How self-confident do you usually feel?

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Form SEQ-2

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SELF-ESTEEM QUESTIONNAIRE
FORM SEQ-3

The following items have been selected because we think they may provide an estimate of your feelings of self-esteem. By self-esteem we mean how you feel about yourself. If you have high self-esteem, you would probably feel very positively about yourself. That is, you would probably think that the way you perform or get along in most situations is satisfactory and that, in general, other people really like and accept you. If, on the other hand, you have low self-esteem, this would probably mean that you thought that you did not get along very well in most situations. You would probably feel that you seldom did as good a job as others expected you to do. And you might think that other people felt that you could not do things satisfactorily most of the time, and that they did not really think too highly of you as a person.

There are five possible responses for each question, such that 1 = Not at all; 2 = Only a little; 3 = Depends or Not Sure; 4 = Pretty much; and 5 = Yes, very much.

For example, look at the statement below:

1. I feel sure of myself. 1 2 3 4 5

If you feel that you generally are very sure of yourself, then you would completely darken in the vertical space marked with a number 5, opposite question #1: 1 2 3 4 5

If you feel that sometimes you are sure of yourself and other times you are not, in other words, it depends upon where you are or what you are doing, then you would completely fill in the vertical space marked with a number 3, opposite question #1: 1 2 3 4 5

There are a number of statements followed by the question, "Does the situation described in number___ upset you?" These questions always refer back to the previous statement and are included in order to provide more complete information about how you really feel about these situations.

Please do not respond to any statement you do not understand, for we will not know how to interpret your response. If you would care to write any comments about such items or if you would like to add some comments about yourself which would increase our understanding of you, please feel free to write them on the bottom of this page.

There are no right or wrong answers to these items. Rather, your response simply indicates how you feel about yourself. Remember, your response to any question should indicate how you usually feel – not just an occasional type of thing.

Mark only <u>one</u> response for each question. More than one response will be treated as no response at all. Use only a #2 pencil to mark your answers. Please erase completely any response you wish to change.

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APPENDIX C. DEFINING ISSUES TEST

INSTRUCTION BOOKLET

DIT

DEFINING ISSUES TEST
University of Minnesota
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Opinions about Social Problems

The purpose of this questionnaire is to help us understand how people think about social problems. Different people have different opinions about questions of right and wrong. There are no "right" answers to such problems in the way that math problems have right answers. We would like you to tell us what you think about several problem stories.

You will be asked to read a story from this booklet. Then you will be asked to mark your answers on a separate answer sheet. More details about how to do this will follow. But it is important that you fill in your answers on the answer sheet with a #2 pencil. Please make sure that your mark completely fills the little circle, that the mark is dark, and that any erasures that you make are completely clean.

The Identification Number at the top of the answer sheet may already be filled in when you receive your materials. If not, you will receive special instructions about how to fill in that number.

In this questionnaire you will be asked to read a story and then to place marks on the answer sheet. In order to illustrate how we would like you to do this, consider the following story:

FRANK AND THE CAR

Frank Jones has been thinking about buying a car. He is married, has two small children and earns an average income. The car he buys will be his family's only car. It will be used mostly to get to work and drive around town, but sometimes for vacation trips also. In trying to decide what car to buy, Frank Jones realized that there were a lot of questions to consider. For instance, should he buy a larger used car or a smaller new car for about the same amount of money? Other questions occur to him.

We note that this is not really a social problem, but it will illustrate our instructions. After you read a story you will then turn to the answer sheet to find the section that corresponds to the story. But in this sample story, we present the questions below (along with some sample answers). Note that all your answers will be marked on the separate answer sheet.

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First, on the answer sheet for each story you will be asked to indicate your recommendation for what a person should do. If you tend to favor one action or another (even if you are not completely sure), indicate which one. If you do not favor either action, mark the circle by "can't decide."

Second, read each of the items numbered 1 to 12. Think of the issue that the item is raising. If that issue is important in making a decision, one way or the other, then mark the circle by "great." If that issue is not important or doesn't make sense to you, mark "no." If the issue is relevant but not critical, mark "much," "some," or "little" --depending on how much importance that issue has in your opinion. You may mark several items as "great" (or any other level of importance) -- there is no fixed number of items that must be marked at any one level.

Third, after you have made your marks along the left hand side of each of the 12 items, then at the bottom you will be asked to choose the item that is the <u>most</u> important consideration out of all the items printed there. Pick from among the items provided even if you think that none of the items are of "great" importance. Of the items that are presented there, pick one as the most important (relative to the others), then the second most important, third, and fourth most important.

SAMPLE ITEMS and SAMPLE ANSWERS:

FRANK AND THE CAR: ● buy new car O can't decide O buy used car

Great	Much	Some	Little	No	
O	O	O	O	●	1. Whether the car dealer was in the same block as where Frank lives.
●	O	O	O	O	2. Would a used car be more economical in the long run than a new car.
O	O	●	O	O	3. Whether the color was green, Frank's favorite color.
O	O	O	O	●	4. Whether the cubic inch displacement was at least 200.
●	O	O	O	O	5. Would a large, roomy car be better than a compact car.
O	O	O	O	●	6. Whether the front connibilies were differential.

	1	2	3	4	5	6	7	8	9	10	11	12
Most important item	O	O	O	O	●	O	O	O	O	O	O	O
Second most important	O	●	O	O	O	O	O	O	O	O	O	O
Third most important	O	O	●	O	O	O	O	O	O	O	O	O
Fourth most important	●	O	O	O	O	O	O	O	O	O	O	O

Note that in our sample responses, the first item was considered irrelevant; the second item was considered as a critical issue in making a decision; the third item was considered of only moderate importance; the fourth item was not clear to the person responding whether 200 was good or not, so it was marked "no"; the fifth item was also of critical importance; and the sixth item didn't make any sense, so it was marked "no".

Note that the most important item comes from one of the items marked on the far left hand side. In deciding between item #2 and #5, a person should reread these items, then put one of them as the most important, and the other item as second, etc.

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Here is the first story for your consideration. Read the story and then turn to the separate answer sheet to mark your responses. After filling in the four most important items for the story, return to this booklet to read the next story. Please remember to fill in the circle completely, make dark marks, and completely erase all corrections.

HEINZ AND THE DRUG

In Europe a woman was near death from a special kind of cancer. There was one drug that doctors thought might save her. It was a form of radium that a druggist in the same town had recently discovered. The drug was expensive to make, but the druggist was charging ten times what the drug cost to make. He paid $200 for the radium and charged $2,000 for a small dose of the drug. The sick woman's husband, Heinz, went to everyone he knew to borrow the money, but he could only get together about $1,000, which is half of what it cost. He told the druggist that his wife was dying, and asked him to sell it cheaper or let him pay later. But the druggist said, "No, I discovered the drug and I'm going to make money from it." So Heinz got desperate and began to think about breaking into the man's store to steal the drug for his wife. Should Heinz steal the drug?

ESCAPED PRISONER

A man had been sentenced to prison for 10 years. After one year, however, he escaped from prison, moved to a new area of the country, and took on the name of Thompson. For eight years he worked hard, and gradually he saved enough money to buy his own business. He was fair to his customers, gave his employees top wages, and gave most of his own profits to charity. Then one day, Mrs. Jones, an old neighbor, recognized him as the man who had escaped from prison eight years before, and whom the police had been looking for. Should Mrs. Jones report Mr. Thompson to the police and have him sent back to prison?

NEWSPAPER

Fred, a senior in high school, wanted to publish a mimeographed newspaper for students so that he could express many of his opinions. He wanted to speak out against the use of the military in international disputes and to speak out against some of the school's rules, like the rule forbidding boys to wear long hair.

When Fred started his newspaper, he asked his principal for permission. The principal said it would be all right if before every publication Fred would turn in all his articles for the principal's approval. Fred agreed and turned in several articles for approval. The principal approved all of them and Fred published two issues of the paper in the next two weeks.

But the principal had not expected that Fred's newspaper would receive so much attention. Students were so excited by the paper that they began to organize protests against the hair regulation and other school rules. Angry parents objected to Fred's opinions. They phoned the principal telling him that the newspaper was unpatriotic and should not be published. As a result of the rising excitement, the principal ordered Fred to stop publishing. He gave as a reason that Fred's activities were disruptive to the operation of the school. Should the principal stop the newspaper?

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DOCTOR'S DILEMMA

A lady was dying of cancer which could not be cured and she had only about six months to live. She was in terrible pain, but she was so weak that a good dose of pain-killer like morphine would make her die sooner. She was delirious and almost crazy with pain, and in her calm periods, she would ask the doctor to give her enough morphine to kill her. She said she couldn't stand the pain and that she was going to die in a few months anyway. Should the doctor give her an overdose of morphine that would make her die?

WEBSTER

Mr. Webster was the owner and manager of a gas station. He wanted to hire another mechanic to help him, but good mechanics were hard to find. The only person he found who seemed to be a good mechanic was Mr. Lee, but he was Chinese. While Mr. Webster himself didn't have anything against Orientals, he was afraid to hire Mr. Lee because many of his customers didn't like Orientals. His customers might take their business elsewhere if Mr. Lee was working in the gas station.

When Mr. Lee asked Mr. Webster if he could have the job, Mr. Webster said that he had already hired somebody else. But Mr. Webster really had not hired anybody, because he could not find anybody who was a good mechanic besides Mr. Lee. Should Mr. Webster have hired Mr. Lee?

STUDENT TAKE-OVER

Back in the 1960s at Harvard University there was a student group called Students for a Democratic Society (SDS). SDS students were against the war in Viet Nam, and were against the army training program (ROTC) that helped to send men to fight in Viet Nam. While the war was still going on, the SDS students demanded that Harvard end the army ROTC program as a university course. This would mean that Harvard students could not get army training as part of their regular course work and not get credit for it towards their degree.

Harvard professors agreed with the SDS students. The professors voted to end the ROTC program as a university course. But the President of the University took a different view. He stated that the army program should stay on campus as a course.

The SDS students felt that the President of the University was not going to pay attention to the vote of the professors, and was going to keep the ROTC program as a course on campus. The SDS students then marched to the university's administration building and told everyone else to get out. They said they were taking over the building to force Harvard's President to get rid of the army ROTC program on campus for credit as a course.

Were the students right to take over the administration building?

Please make sure that all your marks are dark, fill the circles, and that all erasures are clean.

THANK YOU.

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DEFINING ISSUES TEST
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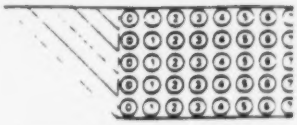
IDENTIFICATION NUMBER



HEINZ AND THE DRUG: ○ Should Steal ○ Can't Decide ○ Should not steal

GREAT	MUCH	SOME	LITTLE	NO		
○	○	○	○	○	1.	Whether a community's laws are going to be upheld.
○	○	○	○	○	2.	Isn't it only natural for a loving husband to care so much for his wife that he'd steal?
○	○	○	○	○	3.	Is Heinz willing to risk getting shot as a burglar or going to jail for the chance that steal the drug might help?
○	○	○	○	○	4.	Whether Heinz is a professional wrestler, or has considerable influence with professiona wrestlers.
○	○	○	○	○	5.	Whether Heinz is stealing for himself or doing this solely to help someone else.
○	○	○	○	○	6.	Whether the druggist's rights to his invention have to be respected.
○	○	○	○	○	7.	Whether the essence of living is more encompassing than the termination of dying, soc and individually.
○	○	○	○	○	8.	What values are going to be the basis for governing how people act towards each othe
○	○	○	○	○	9.	Whether the druggist is going to be allowed to hide behind a worthless law which only protects the rich anyhow.
○	○	○	○	○	10.	Whether the law in this case is getting in the way of the most basic claim of any meml of society.
○	○	○	○	○	11.	Whether the druggist deserves to be robbed for being so greedy and cruel.
○	○	○	○	○	12.	Would stealing in such a case bring about more total good for the whole society or not.

Most important item	○	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩	⑪	⑫
Second most important	①	○	③	④	⑤	⑥	⑦	⑧	⑨	⑩	⑪	⑫
Third most important	①	②	○	④	⑤	⑥	⑦	⑧	⑨	⑩	⑪	⑫
Fourth most important	①	②	③	○	⑤	⑥	⑦	⑧	⑨	⑩	⑪	⑫

ESCAPED PRISONER: ○ Should report him ○ Can't decide ○ Should not report hi

GREAT	MUCH	SOME	LITTLE	NO		
○	○	○	○	○	1.	Hasn't Mr. Thompson been good enough for such a long time to prove he isn't a bad pe
○	○	○	○	○	2.	Everytime someone escapes punishment for a crime, doesn't that just encourage more
○	○	○	○	○	3.	Wouldn't we be better off without prisons and the oppression of our legal system?
○	○	○	○	○	4.	Has Mr. Thompson really paid his debt to society?
○	○	○	○	○	5.	Would society be failing what Mr. Thompson should fairly expect?
○	○	○	○	○	6.	What benefits would prisons be apart from society, especially for a charitable man?
○	○	○	○	○	7.	How could anyone be so cruel and heartless as to send Mr. Thompson to prison?
○	○	○	○	○	8.	Would it be fair to all the prisoners who had to serve out their full sentences if Mr. Tho was let off?
○	○	○	○	○	9.	Was Mrs. Jones a good friend of Mr. Thompson?
○	○	○	○	○	10.	Wouldn't it be a citizen's duty to report an escaped criminal, regardless of the circumstances?
○	○	○	○	○	11.	How would the will of the people and the public good best be served?
○	○	○	○	○	12.	Would going to prison do any good for Mr. Thompson or protect anybody?

Most important item	○	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩	⑪	⑫
Second most important	①	○	③	④	⑤	⑥	⑦	⑧	⑨	⑩	⑪	⑫
Third most important	①	②	○	④	⑤	⑥	⑦	⑧	⑨	⑩	⑪	⑫
Fourth most important	①	②	③	○	⑤	⑥	⑦	⑧	⑨	⑩	⑪	⑫

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NEWSPAPER: ○ Should stop it ○ Can't decide ○ Should not stop it

GREAT	MUCH	SOME	LITTLE	NO		
○	○	○	○	○	1	Is the principal more responsible to students or to parents?
○	○	○	○	○	2.	Did the principal give his word that the newspaper could be published for a long time, he just promise to approve the newspaper one issue at a time?
○	○	○	○	○	3	Would the students start protesting even more if the principal stopped the newspaper?
○	○	○	○	○	4	When the welfare of the school is threatened, does the principal have the right to give orders to students?
○	○	○	○	○	5	Does the principal have the freedom of speech to say "no" in this case?
○	○	○	○	○	6.	If the principal stopped the newspaper would he be preventing full discussion of impor problems?
○	○	○	○	○	7	Whether the principal's order would make Fred lose faith in the principal.
○	○	○	○	○	8.	Whether Fred was really loyal to his school and patriotic to his country.
○	○	○	○	○	9	What effect would stopping the paper have on the student's education in critical think and judgment?
○	○	○	○	○	10	Whether Fred was in any way violating the rights of others in publishing his own opini
○	○	○	○	○	11	Whether the principal should be influenced by some angry parents when it is the princ that knows best what is going on in the school.
○	○	○	○	○	12	Whether Fred was using the newspaper to stir up hatred and discontent.

Most important item ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ ⑪ ⑫
Second most important ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ ⑪ ⑫
Third most important ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ ⑪ ⑫
Fourth most important ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ ⑪ ⑫

DOCTOR'S DILEMMA ○ He should give the lady an overdose that will make her die ○ Can't decide ○ Should not the overdo

GREAT	MUCH	SOME	LITTLE	NO		
○	○	○	○	○	1	Whether the woman's family is in favor of giving her the overdose or not.
○	○	○	○	○	2	Is the doctor obligated by the same laws as everybody else if giving an overdose wou the same as killing her.
○	○	○	○	○	3	Whether people would be much better off without society regimenting their lives and their deaths.
○	○	○	○	○	4	Whether the doctor could make it appear like an accident.
○	○	○	○	○	5.	Does the state have the right to force continued existence on those who don't want t
○	○	○	○	○	6.	What is the value of death prior to society's perspective on personal values.
○	○	○	○	○	7	Whether the doctor has sympathy for the woman's suffering or cares more about wh society might think.
○	○	○	○	○	8.	Is helping to end another's life ever a responsible act of cooperation.
○	○	○	○	○	9.	Whether only God should decide when a person's life should end.
○	○	○	○	○	10.	What values the doctor has set for himself in his own personal code of behavior.
○	○	○	○	○	11.	Can society afford to let everybody end their lives when they want to.
○	○	○	○	○	12.	Can society allow suicides or mercy killing and still protect the lives of individuals wh want to live.

Most important item ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ ⑪ ⑫
Second most important ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ ⑪ ⑫
Third most important ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ ⑪ ⑫
Fourth most important ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ ⑪ ⑫

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GREAT	MUCH	SOME	LITTLE	NO	WEBSTER: ○ Should have hired Mr. Lee ○ Can't decide ○ Should not have hired him
○	○	○	○	○	1. Does the owner of a business have the right to make his own business decisions or not?
○	○	○	○	○	2. Whether there is a law that forbids racial discrimination in hiring for jobs.
○	○	○	○	○	3. Whether Mr. Webster is prejudiced against orientals himself or whether he means nothi personal in refusing the job.
○	○	○	○	○	4. Whether hiring a good mechanic or paying attention to his customers' wishes would be for his business.
○	○	○	○	○	5. What individual differences ought to be relevant in deciding how society's rules are fille
○	○	○	○	○	6. Whether the greedy and competitive capitalistic system ought to be completely abandor
○	○	○	○	○	7. Do a majority of people in Mr. Webster's society feel like his customers or are a majority against prejudice?
○	○	○	○	○	8. Whether hiring capable men like Mr. Lee would use talents that would otherwise be lost society.
○	○	○	○	○	9. Would refusing the job to Mr. Lee be consistent with Mr. Webster's own moral beliefs?
○	○	○	○	○	10. Could Mr. Webster be so hard-hearted as to refuse the job, knowing how much it meant Mr. Lee?
○	○	○	○	○	11. Whether the Christian commandment to love your fellow man applies to this case.
○	○	○	○	○	12. If someone's in need, shouldn't he be helped regardless of what you get back from him?

Most important item ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ ⑪ ⑫
Second most important ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ ⑪ ⑫
Third most important ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ ⑪ ⑫
Fourth most important ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ ⑪ ⑫

GREAT	MUCH	SOME	LITTLE	NO	STUDENTS: ○ Take it over ○ Can't decide ○ Not take it over
○	○	○	○	○	1. Are the students doing this to really help other people or are they doing it just for kicks.
○	○	○	○	○	2. Do the students have any right to take over property that doesn't belong to them.
○	○	○	○	○	3. Do the students realize that they might be arrested and fined, and even expelled from s
○	○	○	○	○	4. Would taking over the building in the long run benefit more people to a greater extent.
○	○	○	○	○	5. Whether the president stayed within the limits of his authority in ignoring the faculty vo
○	○	○	○	○	6. Will the takeover anger the public and give all students a bad name.
○	○	○	○	○	7. Is taking over a building consistent with principles of justice.
○	○	○	○	○	8. Would allowing one student take-over encourage many other student take-overs.
○	○	○	○	○	9. Did the president bring this misunderstanding on himself by being so unreasonable and uncooperative.
○	○	○	○	○	10. Whether running the university ought to be in the hands of a few administrators or in th hands of all the people.
○	○	○	○	○	11. Are the students following principles which they believe are above the law.
○	○	○	○	○	12. Whether or not university decisions ought to be respected by students.

Most important item ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ ⑪ ⑫
Second most important ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ ⑪ ⑫
Third most important ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ ⑪ ⑫
Fourth most important ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ ⑪ ⑫

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APPENDIX D. SERVICE-LEARNING OUTCOMES ASSESSMENT

KIRKWOOD COMMUNITY COLLEGE SERVICE-LEARNING CENTER

SERVICE-LEARNING OUTCOMES ASSESSMENT TO BE COMPLETED BY THE STUDENT

Name _____ Date _____

KIRKWOOD COMMUNITY COLLEGE PROGRAM EVALUATION

Please respond to the following statements based on your service-learning experience, using the grading scale below.

1 = Acceptable *3 = Good* *5 = Exceptional*
2 = Poor *4 = Very good* *NA = Not applicable*

From the Service-Learning Center did you receive:

1 2 3 4 5 NA Adequate explanation of the KCC service-learning program goals, expectations, and legal issues?
1 2 3 4 5 NA Adequate explanation of volunteerism, responsibilities of a volunteer, possible expectations of volunteer experiences?
1 2 3 4 5 NA Sufficient advice and guidance to make placement selection?
1 2 3 4 5 NA Appropriate support and follow-up assistance with concerns, questions, problems and reassignment?

From your instructor did you receive:

1 2 3 4 5 NA Clear goals on how the service-learning assignment relates to the course
1 2 3 4 5 NA Clear instructions about requirements including number of hours, written/oral assignments
1 2 3 4 5 NA An opportunity for reflection
1 2 3 4 5 NA Adequate advice and support during service-learning assignments regarding concerns, questions, problems, or re-assignment
1 2 3 4 5 NA Appropriate point/grade compensation

Where did you do your service learning?_____

Please rate your experience at the agency site which you participated. (Please circle only one response for each numbered question).

VS = Very satisfied (5)
S = Satisfied (4)
D = Dissatisfied (3)
VD = Very Dissatisfied (2)
NA = Not applicable (1)

1.	Helpfulness of agency staff	VS	S	D	VD	NA
2.	Adequate orientation and training	VS	S	D	VD	NA
3.	Adequate supervision	VS	S	D	VD	NA
4.	Meaningful tasks to perform	VS	S	D	VD	NA
5.	Recognition of my efforts	VS	S	D	VD	NA

Overall, how would you rate your experience as a Service-Learning student? Please check only one response.

_____Excellent (5) _____ Good (4) _____ Fair (3) _____ Poor (2) _____ Very Poor 1)

Would you recommend your Service-Learning experience to any of your friends or classmates?

_____ Yes (1) _____ No (2)

Comments:

DISCUSSION

We would appreciate your comments on the following:

1. Have you volunteered in the community before? Yes ___ No ___

   Will you in the future? Yes ___ No ___

2. Would you select another Service-Learning assignment in the future? Yes ___ No ___

3. Would you recommend Service-Learning to other students? Yes ___ No ___

4. Should Service-learning be offered in more classes in KCC?

5. What did you like best about your Service-Learning assignment?

6. What did you like least?

7. How was your Service-Learning assignment important to you? to others?

8. How can we improve the KCC Service-Learning Program?

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